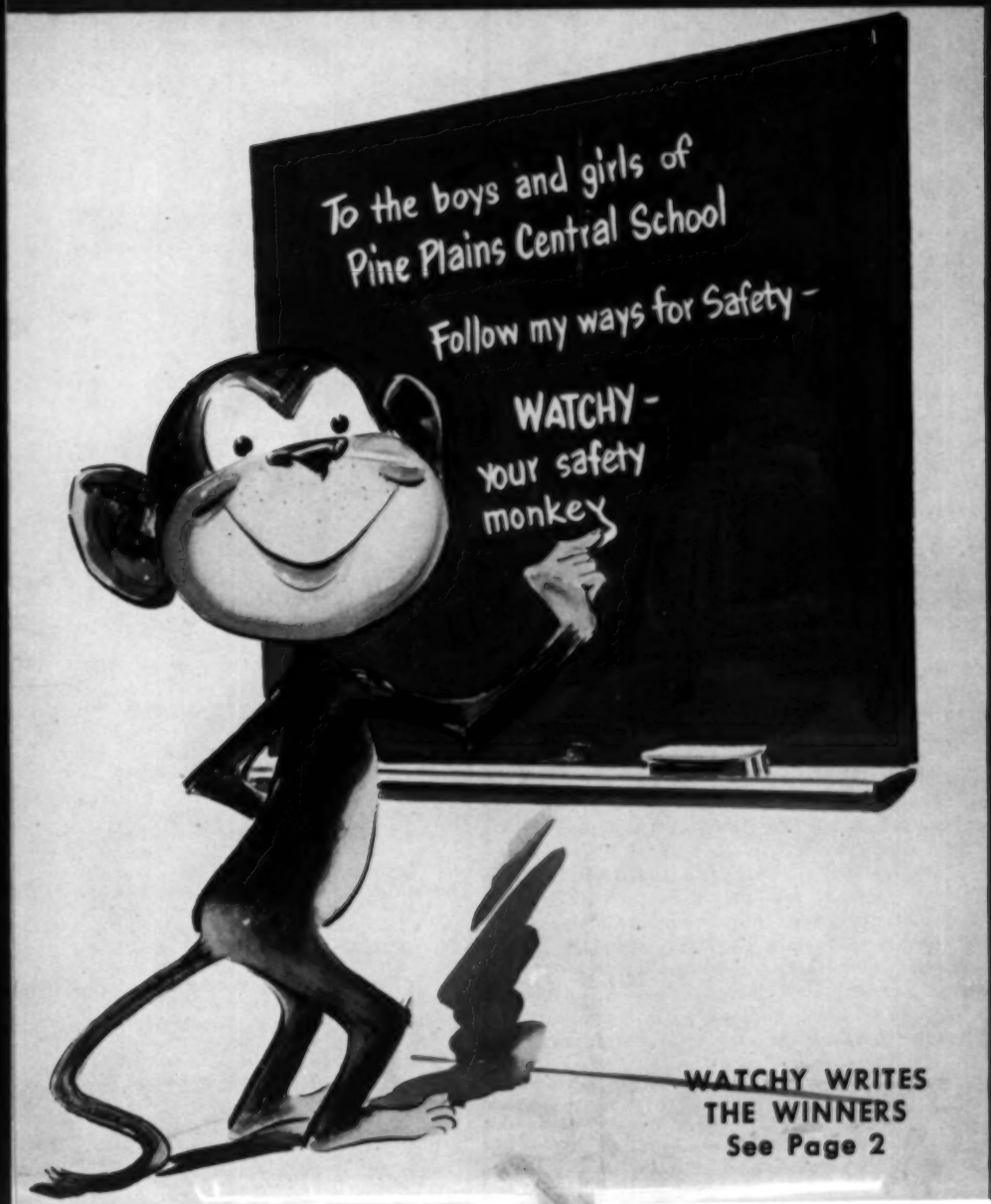
SAFETY Education

FEBRUARY 1958

Two Sections · Section One

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



WATCHY WRITES THE WINNERS

See Page 2

EDITOR'S NOTEBOOK . . .

TV or not TV?

It's a question that has occupied the attention of many a parent and teacher in the past few years . . . initially in relation to how much free time boys and girls should spend staring at a cathode tube while school books wait for attention . . . more recently in connection with the advancement of educational TV stations in larger communities.

Harold Fischer, safety education supervisor in Pittsburgh, hasn't waited for a special channel to start educating the young people of his city for safety via TV. As described in the article beginning on page 10, he has already presented the facts of safe swimming and proper pedestrian habits over the new medium, remains enthusiastic about future program possibilities.

This may be particularly true for Pittsburgh because their initial TV programs have starred pupils themselves (pulling the strings of puppets) . . . and because parents and teachers there have also "gotten into the act." Results seem to come more readily when a good many individuals in a community, both young and old, are involved in a safety education program.

For a further demonstration of this fact, try "Memphis Gets the Range," page 4. In this particular case driver education benefitted from community action, but the possibilities remain the same for any area of school safety. And for ideas on cooperation in some of these other areas, we recommend "There Is A Campus Accident Problem," this issue, as well as industry's exploration of "What Schools Can Contribute."

If you are now thinking (quite understandably) "What about some cooperation among the students themselves . . . and how best can we teach its benefits to them?", turn to page 17 and "Test to Teach." In this feature Earl Heath, formerly director of pupil transportation for the Baltimore County (Md.) public schools, has reached back into his practical experience to devise two helpful methods for gaining the cooperation of students aboard the school bus, for their own greater safety.

Last December this magazine published Safety Education Data Sheet No. 63 . . . *Educating Pupil Passengers* for school bus safety. Mr. Heath's tests are logical follow-ups to the information in that data sheet. We suggest combined application of the data sheet and testing devices . . . the first to give the teacher, school administrator and parents needed information on this subject . . . the tests to help make apparent to young people the safety that is inherent in proper conduct. We also recommend: current use of the lesson units on pages 25 through 32 . . . to teach cooperative, safe conduct not only on school buses but on all forms of transportation.

Alice M. Robison

NATIONAL SAFETY COUNCIL
CHARTERED BY THE CONGRESS OF THE UNITED STATES

W. S. S. RODGERS, Chairman of the Trustees. (Chairman of the Board, The Texas Company, New York.)

E. F. DU PONT, Chairman, Board of Directors. (Director, Employees Relations Department, E. I. du Pont de Nemours & Co., Wilmington, Del.)

NED H. DEARBORN, President.

LOWELL B. FISHER, Vice President for Schools and Colleges.

GEORGE C. STEWART, General Manager.

R. L. FORNEY, General Secretary.

WAYNE P. HUGHES, Director, School and College Division.

NORVAL BURCH, Editorial Director, Council Publications.

SCHOOL AND COLLEGE SECTIONS AND COMMITTEES

Safety Education Supervisors Section

Chairman: EDWARD R. ABRAMOSKI, Health and Safety Director, Erie School District, Erie, Pennsylvania.

Driver Education Section

Chairman: CECIL ZAUN, Supervisor of Safety, Los Angeles Public Schools, 450 N. Grand Avenue, Los Angeles, California.

Standard Student Accident Report Committee

Chairman: THELMA REED, Principal, Francis Williard School, Kansas City, Mo.

School Transportation Committee

Chairman: O. P. RICHARDSON, Asst. Dir. Div. of Adm. and Finance, Dept. of Education, Montgomery, Alabama.

School Plant Planning Committee

Chairman: THOMAS J. HIGGINS, Director, Division of School Building Survey, Chicago Public Schools, Chicago, Ill.

Judges Committee National School Safety Honor Roll

Chairman: FORREST E. LONG, Professor of Education, School of Education, New York University, N. Y., N. Y.

Advisory Committee Safety Education Magazine

Chairman: JAMES W. MANN, Principal, Hubbard Woods School, Winnetka, Ill.; Mary Wheeler, Proviso Township High School, Ill.; Zenas R. Clark, Adm. Asst., Wilmington, Del., Pub. Schools; Mrs. Fred Knight, Chairman, Safety Committee, National Congress of Parents and Teachers; Norman E. Borgerson, Adm. Deputy, State Dept. of Pub. Inst., Mich.; Cecil G. Zaun, Sup. of Safety, Los Angeles City Schools; Dr. Harold K. Jack, Sup. Health and Physical Education, Va., and Member of Board, NSC; Avis P. Moore, Dir. of Research, The Avery Coonley School, Downers Grove, Ill.; Forst E. Lowery, Mgr., Greater Minneapolis Safety Council, Minneapolis, Minn.

SCHOOL AND COLLEGE CONFERENCE—1954-55

Norman E. Borgerson, Chairman

F. C. Abbott • E. R. Abramoski
Arthur S. Adams • John J. Ahern
Harley W. Anderson • W. W. Bauer
Fred L. Biester • Earl H. Breon
Clifford L. Brownell • Percy Bugbee
Price E. Clark • Zenas R. Clark
W. A. Cutter • M. R. Darlington, Jr.
H. S. Dewhurst • J. Duke Elkow
Lowell B. Fisher • Urban Fleege
Forrest Gaines • Don Gavit
Lonnie Gilliland • Norman Gore
J. J. Griffin • John Grimaldi
Merrill Hamburg • Mrs. E. Handwerk
W. G. Hazard • Fred V. Hein
D. M. Higgins • T. J. Higgins
John W. Hill • Msgr. F. G. Hochwalt
DeWitt Hunt • Harold K. Jack
Stephen James • George Jennings
Helen K. Knandel • Mrs. F. W. Knight
Dalibor W. Kralovec • H. F. Lillie
Forrest E. Long • C. Benton Manley
James W. Mann • M. D. Mobley
M. R. Owens • Alfred L. Papillon
H. V. Porter • Edward Press
A. H. Pritzlaff • Thelma Reed
E. A. Richards • O. P. Richardson
J. W. Sether • Leslie Silvernale
W. Dow Smith • Herbert J. Stack
J. G. Stratton • Randall C. Swanson
J. E. TePoorten • Edward M. Tuttle
N. E. Viles • Mrs. N. F. Wulff
Mary May Wyman • Cecil Zaun

Robert B. Zimmerman

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIV No. 6 Section One

Alice M. Robison, *Editor*

H. W. Champlin, *Advertising Manager*

CONTENTS for FEBRUARY, 1955

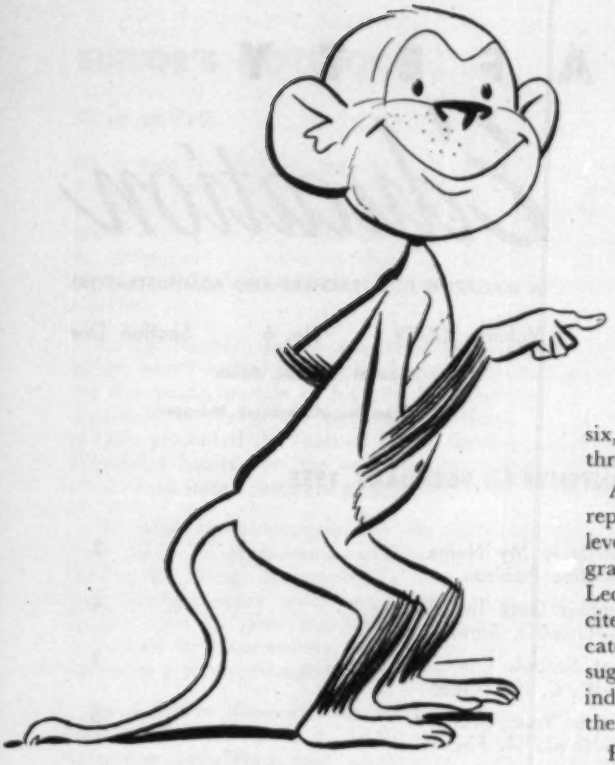
Watchy Is My Name 2
—*Alice Robison*
Memphis Gets The Range 4
—*Russell I. Brown*
What Schools Can Contribute 7
—*W. C. Van Cleaf*
Channel Your Efforts 10
—*Harold A. Fischer*
There Is A Campus Accident Problem 13
—*George W. Harper*
Test To Teach 17
—*Earl D. Heath*
Do's And Don'ts For Safety 20
—*Ajo Elementary School*
First Aid To Attitudes 22
—*Harold Hainfeld*
Bulletins—Teen-Agers, Traffic, T.V. 36

Departments

Safety Education Data Sheet No. 19 (Revised) Alcohol and Traffic Accidents 23
Lesson Units 25
Views and Reviews 34

Chartered by the Congress of the United States

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Copyright, 1955, by the National Safety Council. Printed in the U.S.A. Subscription price $3.50 a year. Reduced prices for quantity orders.



WATCHY

Remedial class of Pine Plains Central School in New York state suggests best name for NSC's safety monkey . . .

by Alice M. Robison

THE cover of this issue of SAFETY EDUCATION Magazine amounts to an announcement.

What you see on the cover is a reproduction, approximately half size, of a full-color original painting sent late in December to the remedial class of Pine Plains Central School, Pine Plains, New York.

This was this promised award from the National Safety Council for having submitted the best name, in the opinion of the judges, for the monkey who is starred this school year on the elementary poster series.

His name: **Watchy** . . . picked from over more than 55 separate suggestions from as many elementary classes, years one through six, or individual boys and girls, aged six through 12, throughout the nation.

Actually the winning class could not be more representative of boys and girls at every grade level. For this class includes youngsters from grades two through six. Their teacher is Miss Leona Bradley. And their entire school is excited about the safety monkey . . . as is indicated by the fact that a number of additional suggested names reached the Council from individual boys and girls in other classes of the same school.

Picking a winning name proved most difficult for the judges. Many catchy and imaginative names were submitted, among them such interesting almost-winners as:

Stopso-Goso, as sent in by the third grade of Booker T. Washington School in Louisville, Kentucky . . .

Safety Junior, sent in by 9 year old Chester Szakmary, of grade four at Pine Plains Central School . . .

Witzie, sent in by 10 year old Nancy Baily of grade five in Logan School, Princeton, Illinois . . .

Peppy, sent in by Donald Carlson, 11 years old and grade six, also at the Logan School . . .

Wisewalker, submitted by Paul E. Uppercue of School 87, Windsor Hills, Baltimore, Maryland . . .

. . . and many, many more. Space does not permit listing all the names received. But the judges were impressed by the number of worthwhile suggestions. They selected **Watchy** from among all of these because it had import for safety . . . and for safety in general rather than just in traffic situations.

Why did the boys and girls of the remedial

I watch out for safety always, so

Is My Name . . . . . .

The boys and girls of the remedial class at Pine Plains Central School, Pine Plains, New York, with some of the elementary school safety posters which inspired their name, "Watchy," for the safety monkey. Their teacher, Leona Bradley, is at right. The young people have already received an original painting of Watchy, signed by him, and framed in bamboo, for their classroom wall.

class pick **Watchy** as the name of the monkey? We asked them this question at the time of sending them the picture-award. Speaking through their teacher, the boys and girls wrote:

"We named the monkey 'Watchy' because he is always on the watch for safety."

The boys and girls who named the safety monkey **Watchy** are pictured on this page, along with their teacher. With the original painting of Watchy, inscribed to them, and framed in bamboo, they received in December a letter from the monkey himself, thanking them for his name. The National Safety Council sincerely congratulates the remedial class of Pine Plains Central School, hopes that they and all elementary school boys and girls throughout the nation will follow Watchy's ways for safety in the months and years ahead●

At right: Claude Armour, Comm., Fire and Police, cuts the ribbon opening the Memphis beginner-driver automobile range. With him, left to right: Everette LaFon, Dir., Tenn. Drivers License Div.; Bert Woodcock, Dir., Driver Ed., Iowa State Coll.; Lt. Robinson, Tenn. Highway Patrol; T. Munroe, Nat. Jaycee Safety Chairman; Carl Stokes, Memphis City Traffic Judge who originated the idea; William Wolfe, Tenn. State Jaycee Pres.; Dud Curry, Chm., Driver Range Program; Memphis Pub. Works Comm. Williams; Russell Brown, NSC; and T. O'Brien, Jaycee dedication program chairman.

Above: Is your problem parking? These stalls with concrete curbing and hanging padded bumpers help Memphis beginners learn to back in with ease.

Memphis Gets the Range

The Junior Chamber of Commerce in this city set its sights on safety for new drivers. The immediate result: a driving range for beginners. The far-reaching effect: renewed enthusiasm for driver education in the local high schools.

by Russell I. Brown
Staff Representative
Driver Education Section
National Safety Council

LAST October in Memphis, Tennessee, the commissioner of fire and police snipped a tape stretched across a new road at the city's fairgrounds . . . and thus opened the first beginner-driver automobile range in that state.

The citizens of Memphis who witnessed or participated in the public events of that day saw the culmination of a year-long dream of the local Junior Chamber of Commerce. They know now they saw something else as well . . . that being the beginning of an all-inclusive program for driving safety in their city.

But let's go back. I was privileged to be present last October 23 when the driver range was opened. I learned then how community activity can stem from the idea of one individual . . . and how the enthusiasm engendered can carry the activity beyond the limits of the original plan.

It was Carl Stokes, attorney and former traffic judge of Memphis, who had the idea. A particularly flagrant traffic violation had just been

TENNESSEE'S FIRST
BEGINNER-DRIVER AUTOMOBILE RANGE
Built By the MEMPHIS JAYCEES
MAY WE REMIND YOU TO LEARN TO DRIVE
SAFELY AND STAY ALIVE IN 55!
RESPECTFULLY
Coca-Cola BOTTLING CO.

At left: the metal panel sign at the main entrance to the range shows the 12 practice elements provided, including a simulated railroad crossing. At right: it looks like any road, which is what is intended if beginners are to learn how under almost-real conditions. Here the beginner driver enters the sharpest curve of the range; in the background he practices on a circle turn area.

tried in court. "It's too bad a city like Memphis doesn't have a place for beginner drivers to go and learn to drive away from city traffic," he said to Menno Duerksen, staff writer of the *Press-Scimitar*. Mr. Duerksen repeated the statement to James D. . . . "Dud" . . . Curry of the Junior Chamber of Commerce, who had been co-chairman of the city's 1953 Teen-Age Road-e-o. Curry took the idea of a permanent driving range to the Jaycee Board of Directors. That organization had been actively engaged in the promotion of traffic safety since 1950; they unanimously approved the project and assigned Curry to further investigate the matter.

Curry immediately wrote to the National Safety Council requesting the names of other cities through the country which might be operating similar facilities. We sent him a list of 10 or more such cities; he wrote them requesting plans and other pertinent information. They cooperated with facts and, even, blueprints of their installations. Eventually the Jaycee Safety Committee of Memphis used this information to draw up the safest and most complete plan possible for use in that city.

The meeting which evolved the Memphis driving range plan included the police commissioner, traffic inspectors, city traffic judges, high school safety directors, newspaper traffic safety reporters and Junior Chamber of Commerce personnel. And the plan they worked out incorporated 11 practice elements: straight line driving test, serpentine maneuvering, practice parking stalls, a stopping distance test, backing exercise, circle turn area, hill grades, typical intersection, right and left turns, typical curves, and a one-way main outside practice roadway.

Now, with their plan formulated, the Jaycees needed a plot of ground on which to carry it out. In October of 1953 the committee went before the Memphis park commission, armed with plans, statistics, and good arguments as to why a beginner driver range was needed in the city. Their thinking had preceded them; the commission had already accepted the idea. Cutting across their presentation, park commission chairman John Vesey said: "We have just the location for you. Everyone realizes the necessity of such a facility . . . turning an untrained person loose in an automobile is like giving a man a loaded shotgun without first showing him how to use it."

Dud Curry and his committee came out of the meeting with a plot of ground centrally located in the Memphis fairgrounds.

The next step? Money. Some $13,000. But the Jaycees knew how to get this. To underwrite each of their traffic safety programs since 1950 they had sold safety stamps . . . stamps designed each year by art school students in a city-wide contest, then promoted throughout the city over a period of three to four weeks. Net incomes derived from the previous sales had ranged from $3600 (1950) upward to $7500 (July of 1953). They were sure the businessmen would cooperate on their next sale and immediately appropriated $15000 for this project. And in 1954, with the publicity about the driver range before them, the businessmen and firms of the city did respond, purchasing

Here are two of the safety stamps designed in competition among art students of Memphis, then produced in quantity for sale to businessmen of that city annually by the Junior Chamber of Commerce. Last year, to finance the beginner driver range, business men invested $15,000 in Stamps for Safety

$15000 in safety stamps . . . just twice as much as the year before.

But even before the 1954 stamp sale, there were evidences of community interest in the project. In fact, from the date in October 1953 when the Jaycees announced they had appropriated the funds for the project, the community and its various agencies lent support. The police department agreed to have one or two trained supervisors on the site at all times to guide and instruct the neophyte drivers. The park commission offered to maintain and beautify the site. The city engineering department offered help in pre-construction engineering, thus saving the Jaycees several hundred dollars. Safety guard rails were donated by the city commission. And the insurers of the city and automobile dealers offered to donate dual controlled automobiles for use on the site after completion. Once construction was under way, additional offers of assistance were received.

As completed, the Memphis beginner driver range has asphalt roadways, with mock concrete curbs for parking practice. Various appropriate marker signs have been donated by the Tennessee highway department to instruct the beginner, familiarize him with signs he will actually encounter later on. And a 12th practice element has been added to the 11 originally planned for . . . this last being a simulated railroad crossing donated by the Southern Railway Company.

Adjacent to the course is a large illustrated signboard (also donated) pointing out the various portions of the range. In addition, each driver upon entering the range receives a detailed set of rules and instructions for correct use, together with a self-scoring pamphlet (donated). Use of the pamphlet will stimulate year-round interest.

Open Tuesday through Sunday from 10 a.m. to 6 p.m., the course is being used regularly today by the citizens for whom it was built. Every weekend there is a line of cars waiting for entrance to the range; even on weekdays 20 to 25 persons use the facility daily. The officer on duty says the average time utilized by each car is 45 minutes to an hour, which is good indication that drivers are not just sightseeing their new city facility but are instead actually using the range for the driving practice for which it was laid out.

What about the enlarged results I spoke of initially? By October of 1954 when the finished driver range was presented to the City of Memphis for admission-free use by these citizens, the Jaycees and others had already begun to look ahead. For example, at a luncheon preceding the ribbon-cutting ceremonies:

"Dud" Curry announced that the Jaycees plan to sell more safety stamps in 1955 to erect a building at the range for use as a clinic for driver education . . .

Everette LaFon, director of the Tennessee Driver's License Division, revealed that the state government had under study an idea of using the range for license tests . . . and

Traffic Inspector Clifford Legg of the Memphis police department pledged continued enthusiastic cooperation by the city in the use of the range.

Also I would like to quote from a letter received from Chairman Curry early in November . . . within two weeks after the driver range had been opened:

"You and others of our safety-minded guests (on October 23) made us realize, possibly for the first time, the seriousness of our safety work here in Memphis. You gentlemen certainly instilled in us the desire to enlarge our program. Since your departure we have instigated action to set up a workable system of driver education in our high schools. The State Highway Department is most interested in moving offices to the driver range site, along with their testing station. These two projects will be our main goal this year."

Memphis got its beginner driving range. It also got the range on a well-rounded traffic safety program . . . one that starts, realistically, with driver education, including practice driving, at the high school level. With their evident enthusiasm and experience in turning worthwhile ideas into realized projects, they can no doubt continue to hit the mark!

industry outlines . . .

This class in machine shop at Academy High School, Erie, Pa., under the supervision of Andrew Graham, has an excellent safety record. Not in this picture but daily in view of the students are safety posters and two huge signs reading: "Safety is no accident" and "Safety first" . . . these forming only one part of a complete and continuing shop safety program.

What Schools Can Contribute

to industry's accident prevention program, as reported at the American Vocational Association Convention at San Francisco, last December 6

by W. C. Van Cleaf
Director, Industrial Relations Division
Allis-Chalmers Manufacturing Company
Milwaukee, Wisconsin

IT IS important that I explain my conception of the two main objectives of school shops and laboratories. To me, they are:

- They should and do teach students the basic skills that will, for the most part, help them earn a livelihood . . .
- They should teach students certain fundamentals which will help them live safely so that they can make use of these skills.

Normally, it would not be necessary to separate these two objectives because industry and business like to think that safety and production go hand in hand; that efficient production calls for maximum safety. We think of good production as safe production. It is my feeling that a person has not completely learned the skills needed to do a job unless he has learned to perform that job safely. I hope that this same philosophy will become more universally accepted in our school systems.

Industry and business needs people who will not only work productively, but who will work safely . . . people who have already adopted a fundamental philosophy of accident prevention . . . people who show a concern over their own safety and the safety of people who are around them.

We all recognize that schools, for the most part, have done a good job in preparing people for industry and business so that with further training their newly learned skills can be developed to a point where they can actually start producing. Because they reach many of the same people, it can be seen that school shops and laboratories are in a wonderful position to join hands with industry and business in creating a population that blends safety into its every move.

Molding of student attitudes should extend not only into business life but into social life as well. I mention social life because industry, for the most part, no longer looks at the individual as one who spends just eight hours a day in the plant. To us, this man or woman is a person, a whole person with possibly a family and other problems besides that of turning out so many parts a day.

Thus, in the accident prevention field, we are concerned not only with accidents that may occur to the individual on the job, but those off the job too. In schools, this broadened philosophy of accident prevention fits into the picture because the schools are not only concerned with such trades as welding, machining, carpentry, plumbing, etc., but the schools also reach into the home with such courses as home economics, food technology, driver training, sewing, and the like. Thus the schools can have great impact in a nationwide program of reducing accidents to individuals, while they are at work as well as at home and on the highway.

I started by stating two objectives that school shops and laboratories should accomplish: to teach people fundamental skills and to teach people to use these skills safely. Although these two objects should be one, I separated them. I did so because I feel that as a rule the schools have been doing a good job of objective number one. But the story is different for the second. Now I know there are exceptions to this, but as a rule I think we can agree that not enough emphasis has been placed by the schools on molding people to work and live safely.

Look at some of the events that actually take place in school . . . such as:

- teachers and students not wearing safety glasses while in areas where eye hazards exist . . .
- loose ties and loose sleeves worn by machine operators . . .
- visitors or observers in classes where welding is being performed who are not protected from arc flash . . .
- guards on jointers or saws in woodworking classes that have been made inoperative, propped up by sticks, etc. . . .
- loose wire connections and frayed cords on equipment in food laboratories . . .
- spilled water or food or oil on the floors that has not been completely wiped up to prevent slipping or falling.

It is important that we not only see these things, but that all of us know what to do about them as they individually concern us. In order that the items mentioned can be taken care of and eliminated, it is important that a program be established . . . a program tailored to each school, to each subject. And a hint as to what kind of program you should have is contained in the questions printed on the next page . . . questions you should ask yourself.

Industry has been facing the problem of accident prevention for decades. In the past 25 years, considerable progress has been made, but we all recognize that much, much more must be done. That progress has been made is indicated, however, by the fact that the number of fatal accidents in the past 20 years has been reduced from 37 per hundred-thousand workers to 26. Industry's rate of frequency of accidents, measured in terms of disabling injuries per million manhours of exposure on the job, has also been reduced. In 1926 these averaged 32 per million manhours of exposure and in 1953 this was dropped to seven and one-half. Many industries have achieved much lower than this national average figure. Such progress has been made possible only because of intensive industrial safety programs.

Of necessity, a school's accident prevention program may have to be different than that of an industrial plant. But I do offer several steps that should be considered by schools organizing for safety:

- Establish an "in-plant" safety program within the school to include investigation, inspection and education. Such a program will help determine accident causes; will help to provide for good housekeeping and proper fire prevention; will help to keep the school plant free from physical hazards; and will be a vehicle for reaching both students and faculty with safety education material.
- Organize a "curriculum" safety program. This includes a review by faculty members of the different courses and skills and techniques taught at the school so that instructions given to

?

ASK YOURSELF . . .

?

Are you teaching the same safety information in your classes now that you did 10 years ago?

When did you last revise your safety training material?

?

When was the last time you visited a plant to observe safety methods?

When was the last time you participated in a safety conference?

Have you ever attended a course in safety instruction?

?

How much of the safety material brought back with you has been incorporated in your teaching?

How much of the material presented is actually being applied?

?

Are you living as safely as you should and, thereby, setting a good safety example?

?

students include safe practices; so that safety is built into all instructions and operating procedures. A review such as this will help integrate accident prevention information as a cross-reference in all courses taught. It will help you to include references to safety in subjects such as English and social studies, as well as in the shops and laboratories.

▸ Add more safety education courses in teachers' colleges. Colleges that prepare men and women to be teachers in school shops and laboratories should require an intensive study in safety education: the reason for it, how to approach it, and the effectiveness of different methods.

▸ Organize safety courses for instructors and teachers. This type of safety course should be prepared so that safety education becomes available to all practicing teachers.

▸ Teachers should participate in community safety activities. Voluntary work of this type has a stimulating effect upon participants and causes enthusiastic acceptance of accident prevention principles.

▸ Within their own professional society, teachers should organize safety committees and use such affiliations to exchange information on safety program activities between schools and between school systems.

In addition, to be of greater service to industry, organize safety courses for local industry. Certainly safety education is something that people in industry need more of, and this would be an important addition to the adult education courses offered by schools. The whole community would benefit.

Now this may seem like a big job. But, as with everything else, help is available when organizing for safety. Here are some groups and organizations that will be more than happy to lend assistance:

▸ The National Safety Council . . .

▸ American Society of Safety Engineers and their local chapters . . .

▸ Local and state safety councils

▸ Association of Commerce

▸ Reports of the president of the U.S. Conference on Industrial Safety

▸ Your local industries

▸ The Center for Safety Education at New York University

▸ State Industrial Commissions.

All of these groups have been and are thinking of ways and means to help make our country safer. They will be glad to help you.

The prevention of accidents must, of necessity, start in the minds of all people. The toll of accidents must be known by more and more people so that they can see the need for accident prevention. Once this is done and people realize that much can be done to save people from injury, they will find a way to do the job. I hope all of you realize that you have a personal stake in accident prevention . . . one that affects not only your own living but is also closely associated with your job. Once you have reached such a conclusion, I am confident that an even better job in accident prevention will be done in the schools.

Consider this. Progress is being made in the

Continued on page 40

Three youngsters pull the strings . . . obviously enjoying the activity . . . and

Channel Your Efforts

through modern media

by Harold A. Fischer
Supervisor of Safety Education
Board of Public Education
Pittsburgh, Pennsylvania

INITIATE correlation of safety and art education and your students may end on TV, telling a safety story to the entire community.

It happened that way in our city, at least, though without intention. You might plan for it in your city with even better results.

What happened in Pittsburgh? Just this. For several years now our school boys and girls have participated actively in a regularly weekly radio program beamed at their fellows during school hours, and at the outside world as well. Discussing safety, along with other important subjects, the youngsters rehearse their program all one week, present it over the air the next . . . to educate, not just amuse, their fellow students

The television audience of Pittsburgh, young and old, is taught a safety lesson.

Many cities are using radio today to increase attention to safety education in the schools. Pittsburgh students are on TV now . . . as a result of a venture which started out to combine the work of art and safety departments.

and citizens. Along the way and around the calendar the youngsters involved in the programs learn quite a bit themselves . . . about the subject under discussion as well as about modern methods of communication.

The effort put forth for this weekly show, plus the evident results for audience and participants, has focused attention of our school people on the values inherent in correlation of one subject with another. Obviously students involved in our radio shows have learned something of the techniques of this medium. But they have also learned much, along the way, about safety, or health, or good government . . . or about whatever formed the basis of their discussion that week.

From this experience it is only one step to similar correlation of activities and subject matter in the classroom. Just about a year ago, as safety supervisor for all Pittsburgh public schools, I called together the head of the art department and three school supervisors handling art materials. I discussed with them how safety might be correlated with art work for elementary school students. They agreed, picked up the statistics and other informational material I had brought to the meeting, and left to carry my idea to art teachers in the various schools of the city. (Each of the supervisors handles about 30 schools.)

One supervisor sold one art teacher on the idea immediately. Soon sixth grade students in that school were at work on such a combined safety and art program. By spring they had built and dressed puppets, learned to manipulate the strings smoothly. An English teacher in the school had added a script for a half-hour assembly program on swimming safety; then the sixth grade artists had gone to work to create interesting stage backgrounds scaled to puppet size.

Soon the supervisor who had initiated this program called me. Would I like to see the results of my suggestion? I would and did . . . and I could not help but admire the clever puppets which had been created, along with the well-integrated safety program built around them.

The theme of the show was built around a "show-off" character named "Pesky," and stressed the fundamental safety rules that we endeavor to teach with the advent of the swimming season near at hand. The supervisor of TV and radio education in our schools ar-

Assemblage of the "dramatis personae" . . . both puppets and young people involved in the presentation of the two-way traffic safety lesson described here.

ranged for a showing of the half-hour show at the local TV station and it was well received.

Meanwhile, the art supervisor in the elementary schools had been busily engaged in preparing a show for early fall on pedestrian safety. By the end of the spring semester, the show was ready. The children helped write the script, the songs, built the scenery and created the puppets to fit the role that they were to play. In fact, so many of the parents assisted the children in the production that it became somewhat of a community project. I first saw the show in early June, and was so impressed with the lesson that it taught, that I immediately arranged to show it at many of the local schools. The radio and TV supervisor was called in and liked it well enough

to arrange a spot for it in the fall program, when pedestrian safety required emphasis.

Anticipating that some of the students handling "voices" might be moving on to other schools, we made a tape recording of the script. We were especially glad that we did, for when the fall semester rolled around, our "voices" had moved to six different schools, some by graduation, others by the choices of their families in seeking new quarters. I might say at this time, that I rather like the idea of "taping" the script, in that it permits the stopping of the track if necessary, should the youngsters be a bit late, getting their puppets on or off stage. And, once having been taped, your voices are constant in performance. This show was then staged early in October as it focused attention on traffic problems and good habits for boy and girl pedestrians.

Perhaps you are wondering about the possible size of school TV audiences. Do students, you may ask, see a show that is on during school hours? I too, was concerned with not only how many pupils got to see the program, but what was more important, how well it was received. I circulated an evaluation sheet to all of our schools, in which I was concerned with the program in general, the lesson itself, the narration and music, camera and lighting, program length and asked for comments and suggestions. These are the important facts that I discovered:

- first: Only about half of our elementary schools have TV sets at this writing.
- second: The show went on the air at 11:30 a.m., and as noon brings dismissal for our elementary schools, it meant an adjustment in order to see the program. Many of the schools without sets dismissed early in order that the children might catch the show. The balance sat through until the conclusion at 12:00 noon.
- third: That puppetry on TV is an excellent media for teaching safety to children.

So well was the program received by children and adults alike, that we are planning a spring marionette show, again using sixth graders on a common safety problem as yet to be selected. Our future shows . . . and, any that you might produce for TV . . . should be scheduled to gain the largest possible audience. However, since we are not buying time, but instead are sandwiched into the regular schedule when time is available, the school is not in a position to dictate scheduling.

This is the story on television safety programs in Pittsburgh—pro and con. Despite the limited experience and the obvious deficiencies in scheduling, we are all still excited about the avenue of learning thus opened. For what it adds to your safety education efforts, we recommend that you also try to correlate safety with other learnings and channel your efforts through modern media●

At left: teachers, principals, and parents "got into the act" when Pittsburgh 6th graders staged their second show . . . and the entire TV audience, at home and in school . . . received the message. Below, in one scene of the show, "Tommy Thoughtless" tells it to the judge.

There IS a

Campus Accident Problem

Statistics show there is a real problem on college and university grounds today . . . and many factors contribute to that problem. Here's the broad picture of accident prevention, as outlined by

George W. Harper
Associate Professor of Mechanical Engineering
University of Illinois

LET'S examine the broad picture of accident prevention today in colleges and universities.

There are many complicating factors. The first of these is that many people will not admit there is any safety problem. Those of us who have had an opportunity to collect some figures and statistics know that there is a real problem. University frequency rates are about four times as high as the average of those in industry. While it is true that the severity is lower, the cost of injuries can run into figures very easily.

A second complication is the make-up of the people at college or university. There are three groups: the students, the faculty, and the non-academic personnel. Their work is interrelated; yet each group is a separate entity with separate objectives, distinctive leadership and, in certain cases, separate rules and regulations. Any accident prevention program worthy of the name must make provision for all of these groups and include them . . . with their varied activities.

A third complication . . . which may be more of a problem in larger institutions . . . is brought about by the variety and scope of research work being carried out. Not only do you have all the problems found in industry, you have experimental set-ups as well . . . and even those working with them cannot tell if these set-ups are safe.

Added to this is the problem of "restricted" government work, and also those staff members who view their particular research with a halo around it. Try to get some of these latter people to think in terms of "safe conditions" and "safe procedures"!

No doubt there are other factors; these three provide enough headaches and create enough situations in the methods of applying an accident prevention program peculiar to each college and university to get us started.

"What are the general causes of accidental injuries?" To anyone who has thought about the problem at all, there are two obvious answers. These are: "unsafe conditions" and "unsafe acts." When accidents occur an investigation will usually bring out one or both of these causes. Let me interject a warning at this point: snap judgment may point to one or the other, but a more thorough analysis will often show that both played a part.

Unsafe conditions and unsafe acts have been classified in the A.S.A. Cause Code (Z16.2) and at the expense of repeating information

for safety on your campus . . . COME TO THE CAMPUS SAFETY CONFERENCE

The Second National Conference on Campus Safety has been called for April 18, 19, and 20, 1955 in the Center for Continuation Study at the University of Minnesota. The National Safety Council is co-sponsor with the University of Minnesota for this event.

The Center for Continuation Study is a small, self-contained residence college on the Minneapolis campus of the University of Minnesota. Scheduling the conference at this center gives delegates the advantages of having meetings in the same building in which they are quartered and where their meals will be served.

This conference will follow up and tie directly into the First National Conference on Campus Safety and the campus safety meeting held in connection with the 42nd National Safety Congress and Exposition last October. Among the topics to be considered are:

- public safety
- fire prevention
- occupational safety
- security problems
- emergency care
- housing.

G. S. Michaelsen, Industrial Hygiene Engineer of the University of Minnesota, is chairman of the group planning the meetings. He will be assisted by A. F. Brandstatter, Head, Police Administration, Michigan State College; Clayton W. DeMent, Safety Engineer, Purdue University; and George Harper, Associate Professor of Mechanical Engineering at the University of Illinois.

The program will be planned so that those attending meetings for the first time will profit, as well as those who have had a long term interest in the matters of campus safety.

Further information on the program for the meeting can be secured by addressing Mr. Michaelsen. However, as further indication of the values and information to be derived from attendance, SAFETY EDUCATION this month publishes the statements of George Harper, a member of the planning committee for the April meetings, as presented to the 42nd National Safety Congress last fall.

Airview of part of the campus of the University of Minnesota.

that is well known I would like to break down these two primary causes as outlined in the code.

UNSAFE CONDITIONS are catalogued as follows:

- Improperly guarded agencies.
- Defects of agencies: rough, slippery, sharp-edged, poorly designed, low material strength, poorly constructed, inferior composition, decayed, aged, worn, frayed, cracked, etc.
- Unsafe location, arrangement, procedure.
- Improper illumination.
- Improper ventilation.
- Unsafe dress or apparel.
- Unsafe mechanical or physical condition not elsewhere classified.

UNSAFE ACTS OR PRACTICES are listed as follows:

- Operating without authority, failure to secure or warn.
- Operating or working at an unsafe speed.
- Using unsafe equipment, using hands instead of equipment, or using equipment unsafely.
- Unsafe loading, placing, mixing, combing, and the like.
- Taking an unsafe position or posture.
- Working on moving or dangerous equipment.
- Horseplay, distracting, teasing, abusing, startling, and the like.
- Failure to use safe attire or personal protective equipment.
- Unsafe acts not elsewhere classified.

In connection with the cause code, it should be mentioned that there is a third cause category: UNSAFE PERSONAL FACTORS. Under this classification we have:

- Improper attitude.
- Lack of knowledge or skill.
- Bodily defects.
- Personal factors not elsewhere classified.

Of these personal factors, it seems to me that "unsafe attitude" is by far the most important. For it includes such facts as: willful disregard, reckless, lazy, disloyal, uncooperative, fearful, over-sensitive, egotistical, jealous, absent-minded, excitable, obsession, phobia, inconsiderate, intolerant, mentally unsuited, inattention,

poor judgment, and the like. Unsafe attitude is not a primary cause of accidents. It is secondary and often difficult to determine. However it is usually present and we must realize that it is an important cause.

To recapitulate, we have the following causes of accidental injuries: unsafe conditions, unsafe acts, and unsafe attitudes. Some of you may think this an over-simplification and to a certain extent, it is. In spite of this, it will serve our purpose. Certainly any accident prevention program aimed toward correcting these items will go a long way in accomplishing its purpose.

Now what are the methods used to correct or eliminate these three general accident causes?

Since we have, on our campus, most of the hazards found in industry today . . . and since people are a great deal alike . . . we can take a page out of industry's book when we look for methods of prevention. In some of the cases we can improve on these methods. But in the main we can utilize them in the same manner that they are applied in industry.

Unsafe conditions are found in the physical, mechanical and environmental aspects. Through "engineering" applications we will be able to eliminate these hazards. It should be pointed out that the broadest definition of "engineering" is intended. Some of my professional colleagues raise their eyebrows in horror when "engineering" is used in talking about good housekeeping. For our purpose the applications of engineering procedures and the utilization of technical knowledge are part of the process of eliminating unsafe conditions.

The chart on these pages shows 11 specific items which I should like to call to your attention. These are not all inclusive, nor is the list complete. Moreover, I know that for everyone which is mentioned you could add another.

Look at the chart. Under *Unsafe Acts* you will find the corrective technique of "training." Until people know the safe and correct procedure they cannot be expected to follow and apply it. Nine corrective methods are suggested

Illini Union Building at the University of Illinois, Urbana.

An Industrial Accident Prevention Program

. . . for application on your campus . . .

Unsafe Conditions corrected by ENGINEERING	Unsafe Acts corrected by TRAINING	Unsafe Attitudes corrected by PROMOTION
Industrial Hygiene	Management Policy	Stunts
Electricity	Professional Education	Contests
Guarding	Supv. Conferences	Campaigns
Hand Tools	Fire Prevention Training	Plant Publications
Personal Protective Equipment	First Aid Training	Suggestion Systems
Layout	Job Training	Certificates
Handling Materials	Job Safety Rules	Advertising
Pressure Equipment	Safety Job Analysis	Signs
Reports and Records	Orientation Training	Bulletin Boards
Investigations	General Safety Rules	Posters
Inspection		

A plan for college student driving controls

College students who violate driving regulations in the future may have to answer to fellow students and to school officials in addition to appearing before civil authorities.

A model traffic accident prevention program has been submitted for study to more than 800 college and university presidents. Contained in the program are provisions for the establishment of campus traffic courts and for penalties up to dismissal from school for serious offenses.

The program was developed by the central automobile safety committee of the Kemper group of insurance companies, in cooperation with leading college administrators.

Two years ago, after a number of colleges turned to the Kemper committee with inquiries regarding a model student traffic code, the committee conducted a survey of more than 700 colleges and universities. The survey revealed lack of uniformity in college driving regulations and that many schools exercise little or no control over student driving. The committee worked with schools that already had traffic codes, selected what it considered the best features of each to incorporate into the model code.

Under the proposed plan a student must obtain permission from school authorities before he is permitted to drive. He must have a state driver's license, present evidence that his car is in safe operating condition and show that he is responsible financially.

A traffic court composed of students and one member of the administrative staff will hear cases of violators and will take the disciplinary action deemed necessary. These courts may discipline a student even if he has been punished by a state or municipal court.

It is proposed that serious offenses be referred to the college official assigned to administer the program. Cases referred to the administrator may result in suspension of the college operator's permit, exclusion from class, probation for a specified period, or dismissal from school.

Continued from page 15

in the column. The tenth listing . . . "management policy" . . . not only applies to training but equally well to others. It was placed in that position so we would not lose sight of the most vital factor in any accident prevention program.

One important fact we should add: the shotgun type of safety program is a thing of the past. We must now use a high-powered, hard-hitting rifle, equipped with telescopic sights. We must focus it on the bull's eye . . . and when we fire, we will hit the mark.

Let me illustrate it this way: When we place posters on our bulletin boards, we will not kid ourselves that we are giving safety training. When we paint an aisle marker, we will not delude ourselves that we are guarding a machine operation. When we hand out a rule book, we will not be amazed when the employee fails to read and abide by it.

On the other hand, we will begin a revitalized inspection program to pick up hazards before they cause accidents. We will implement our reporting system to include accidents, and we will investigate and eliminate accidents before they become injuries. We will continue to investigate injuries and where we find unsafe conditions we will correct them through engineering applications. Where we find unsafe practices we will eliminate them through additional and more effective training. In addition, we will initiate and expand our various promotional activities, knowing that motivation of the individual is an important third phase of an effective university or college accident prevention program●

FOR THE FULL STORY ON CAMPUS SAFETY . . .
write the school and college division of the National Safety Council, 425 N. Michigan Ave., Chicago 11, for:

▶ **TRANSACTIONS** of the 42nd National Safety Congress. Mr. Harper appeared before the campus safety session of this annual Congress last October, concluded his remarks (as printed here) by introducing four other experts on campus safety. These four presented practical ideas for campus accident prevention programs, as developed out of their experience at, separately, the University of Illinois, Massachusetts Institute of Technology, Purdue University and the University of California. Their remarks . . . as well as all proceedings of all school and colleges sessions of the Congress . . . appear in TRANSACTIONS, now off the presses. One to nine copies, 46c each; reduced prices for larger quantities.

▶ Proceedings of the First National Conference on Campus Safety. A few copies of the published report of this meeting, as held at the University of Illinois last May, are still available. You may wish to read the full proceedings of this first conference before traveling to Minneapolis for the second conference in April.

In school bus transportation . . .

Test To Teach

Here are two testing devices for teaching habits of safe school bus transportation (and for gaining information helpful to the teacher-sponsor).

by Earl D. Heath
Instructor
Center for Safety Education
New York University

A TEACHER-SPONSOR of a school bus program, or the director of pupil transportation of an area, can't ride every school bus every day. But pupils can be trained in proper habits of transportation for their own safety; what's more they can (consciously or otherwise) reveal to those in charge of a program which ones of their fellows are following such practices, which are not, and which would make better members of the school bus patrol.

The two testing devices which follow were devised with these ideas in mind; they may have direct application in your classroom or may suggest devices you might develop for your own school situation.

The first device lists 25 items relevant to recommended or preferred practices in school bus transportation for elementary school children. "How Safe Are You?" asks the pupil to indicate the response which *best* describes his action by drawing a circle around one of three letters: A, O, or N.

HOW SAFE ARE YOU?

Directions: Following are 25 statements concerning pupils who ride school buses. Read over each statement carefully and then answer whether or not you follow the practices *Always, Once in a while,* or *Never.* When you have decided, place a circle around the letter A, O, or N. Circle only one letter for each statement: A for always, O for once in a while, or N for never.

A O N 1. Do you walk on the left side of the road and face approaching traffic when walking to and from your bus stop?

A O N 2. Do you get in line in order to get onto the bus with as little confusion as possible?

A O N 3. Do you wait until the school bus has stopped before moving forward to get on?

A O N 4. Do you allow smaller children and young ladies to get onto the bus before getting on yourself?

A O N 5. Do you use the hand rail when climbing the steps of the bus so that you will not slip or fall?

A O N 6. Do you go to the rear of the bus and take a seat if a seat has not been assigned to you?

A O N 7. Do you keep your hands, arms, and head inside of school bus windows?

A O N 8. Do you grasp and hold securely to a seat or hand support when it is necessary to stand in the aisle of the bus?

A O N 9. Do you talk in a low voice when on the school bus, so that you will not cause a disturbance and possibly distract the driver's attention?

A O N 10. Do you retain your scrap paper or other refuse and dispose of it in containers at school or at home after leaving the school bus?

A O N 11. Do you hold your books and lunch on your lap in order to make room for another boy or girl to sit down?

A O N 12. (Assuming that the seats face forward) do you look forward and face forward in the school bus while you are seated and riding to and from school?

A O N 13. Do you wait until the bus comes to a stop before getting up from your seat to go to the front of the bus to get off at your stop?

A O N 14. Do you obey all orders given by school bus patrols or "monitors" who are appointed for your bus?

A O N 15. Do you obey the rules about not touching the emergency door handle, except in a real emergency situation?

A O N 16. Do you report to your patrol when you notice a loose seat or torn upholstery?

A O N 17. Do you ask permission from the patrol before opening a window on the bus?

A O N 18. Do you *walk* down the aisle of the bus when you reach your stop and are about to get off?

A O N 19. Do you hold on to the hand rail when getting off the bus to keep from falling?

A O N 20. Do you move away from the bus so that there is no danger of slipping under the wheels after you have gotten off at your stop?

A O N 21. After getting off the bus do you cross the road at the same time as other pupils who have gotten off with you?

A O N 22. Do you look carefully to the left and to the right to make certain there are no cars or trucks approaching before crossing the road?

A O N 23. Do you cross the road at an alert walk after you have looked carefully to the left and right?

A O N 24. Do you go directly to your home after getting off the school bus instead of playing or "dawdling" along the road?

A O N 25. Do you help other little boys and girls to cross the road and to walk along the proper side of the road when getting to and from their bus stop?

* * *

No teacher wants to encourage tattling. But there are times when it would help to know which children behave properly aboard the school bus and which do not. The second test presented here sets out first to remind pupils of proper practices. But it can also be of value to the teacher in discovering the facts above. For it identifies certain youngsters who, according to the estimates of their fellow pupils, follow proper pupil transportation practices. And several areas of information can be deduced from the answers:

▶ When pupils are named frequently by their fellows on this test, it indicates they understand proper procedures, might make good members of the school bus patrol.

▶ If certain students are not mentioned at all on the test, or named only a few times, they probably need remedial education to improve their transportation practices.

▶ If there are some questions left blank by a large number of pupils, this indicates areas where all students need more training in proper bus transportation practices.

The device has been limited to 10 statements or descriptions to cause pupils to give more thought to the choices made. Where from 40 to 70 pupils ride the same bus each day, there is good possibility that a limitation of choices will bring forth better selections.

WHO IS THIS BOY OR GIRL?

Directions: Read the following descriptions carefully. Try to think whether or not there is a boy or girl who rides your bus who is like the person described. Write the name of the boy or girl *most* like each person described in the

blank provided. If no boy or girl on your bus is like the person described, leave the blank empty. The same boy or girl may be named more than once, provided he or she fits best the description given.

Do not place your own name on the paper unless you believe you are *most* like the person described. Do not put down the name of a friend just because that boy or girl is your friend.

1. This person always appears to be on time getting to the bus stop. He waits until the bus has stopped before going to meet it to get on.

Who is this boy or girl?_____

2. This person always gets in line to board the bus and never tries to crowd others when entering the bus.

Who is this boy or girl?_____

3. This person places his books in the rack provided or holds them in his lap so that someone else will be able to sit down on the seat beside him.

Who is this boy or girl?_____

4. This person, upon entering the bus, goes to the rear and sits down. He doesn't turn around in his seat or talk very loud while he is on the bus.

Who is this boy or girl?_____

5. This person never takes chances while riding the bus by putting his hands and arms out of the windows or by playing with the emergency door handle.

Who is this boy or girl?_____

6. This person would make a good "patrol" or "monitor" on our bus because he is careful and courteous and is well liked by almost everyone.

Who is this boy or girl?_____

7. This person makes very little noise while riding in the school bus, thereby causing as little distraction as possible for the driver.

Who is this boy or girl?_____

8. This person never eats candy or fruit on the bus and never throws things on the bus floor.

Who is this boy or girl?_____

9. This person, upon getting off the bus in the afternoon, attempts to see that the other boys and girls who got off with him are a safe distance from the side of the bus before it pulls away.

Who is this boy or girl?_____

10. This person encourages other boys and girls to walk on the shoulder or side of the road and to face approaching traffic when walking to and from their school bus stop.

Who is this boy or girl?_____

this boy is

WANTED—

ALIVE

This boy is wanted at school for questioning in connection with the proper spelling of the word Mississippi.

He is wanted at home for errands, for picking up the bath towel that was left on the upper hall floor, and for his weird, wonderful sense of humor.

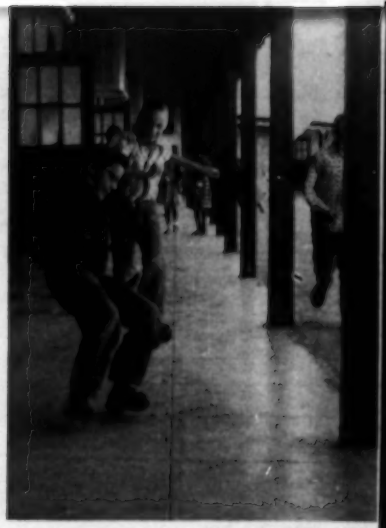
Most of all, this boy is wanted for love.

He may be carrying a water pistol, some string, a piece of chalk, a wing nut, two jacks and one large clear blue marble.

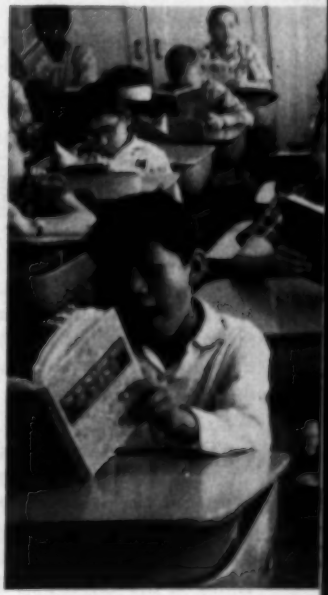
He is harmless but, unfortunately, he is very easily harmed. Let him get to school and home again without an accident!

Used with permission of O'Connor and Raque Co. Louisville, Kentucky

DO line up and watch where you walk on the school grounds.



DO study quietly; it is a safe situation in which all can accomplish more.



DON'T trip people walking dow

Do's and Don'ts fo

demonstrated by
the fifth grade class at
Ajo Elementary School
Ajo, Arizona

AJO Elementary School took third place in the nation and first place in their state in the 1954 Roy Rogers Annual Safety Award program. These pictures are from one page of their award exhibit; they indicate only one small phase of the overall safety program which earned Ajo

DON'T EVER run or slide on sidewalks.

DON'T wrestle; it may go beyond fun and turn harmful.

DO watch that banana peel.

...e aisle; mischief can end in serious accidents.

DO walk bikes on the playground. DON'T try double trouble.

Above: DO play in safe places always; below: DO play safe games on the playground.

Safety ...

...hool its deserved honors. More impor-...nt to this presentation, the pictures rep-...sent some basic principles any teacher ...ould want to impart to his students if he ...ould both reduce student accident tolls ... plant and playground and prepare ...ung people for safe living after school.

Eighth grade pupils at Roosevelt School, Union City, New Jersey, learn to apply arm slings and give artificial respiration. They may develop new attitudes toward safety at the same time.

First aid training is valuable in its own right; it can also help to make young people aware of the reasons for and ways of safe living.

First Aid to Attitudes

by Harold Hainfield
Roosevelt School
Union City, New Jersey

FIRST aid training for the upper elementary and junior high school student has as one of its aims the reduction of accidents by making the young people conscious of the accident problem. A safer attitude can develop as information and skills for caring for the injured are learned. And students with such information can be valuable assets to their fellow classmates, school, and community.

Eighth graders at Roosevelt School, Union City, receive the Junior Red Cross first aid course as part of their regular health and safety instruction. In the past seven years this instruction has been given on school time to almost 400 students.

First aid is the immediate and temporary care given to the victim of an accident or sudden illness. As part of the course our students learn the various pressure points essential to stopping of arterial bleeding and the new method of artificial respiration. They also learn about the treatment for common poisons and the importance of caring for shock. These four skills can be life savers when quick action is necessary.

Other skills and information are also taught as part of the course. Students learn to apply dressings and bandages, make and apply splints for emergency, study the types of fractures and burns and what to do in each case. They also discuss how emergencies may arise in the home or at play . . . poison ivy, blisters, boils, frost bite, sunstroke, types of cuts and wounds.

Consult your local Red Cross Chapter for information about first aid material and about who can teach the course and issue certificates. The course outline, and material for juniors, is available from the safety services chairman.

With the growing emphasis on Civil Defense, first aid becomes an important part of the health and safety program. This instruction can be valuable in developing safer attitudes, providing skills for emergency, and bringing valuable and useful information to the home.

Safety Education Data Sheet No. 19—

Alcohol and Traffic Accidents

Statistics

1. Statistics reveal that drinking and driving is one of the major contributing factors in motor-vehicle accidents. The national average for the past several years indicates that one out of five fatal accidents involves either a driver or pedestrian who has been drinking.

2. The average shows that about one out of six drivers involved in fatal accidents has been drinking, while one out of four adult pedestrians killed has also been drinking.

3. Due to lack of uniformity in defining a "drinking driver," there is a wide range in the percentage of such drivers reported from state to state. But comprehensive studies undertaken in some local jurisdictions indicate that the percentage in those areas is much higher than the national average reported. These studies report about one-third to one-half of the persons involved in fatal accidents as drinking drivers.

4. Other special studies have shown that drinking-driver accidents are especially high during hours of darkness. One such study showed three-fourths of all drinking-driver accidents occurring during the 12-hour period from 6 p.m. to 6 a.m., though this same period accounted for less than half the total accidents reported from all causes.

Driving Factors

5. There are more than 55 million registered vehicles and over 70 million licensed drivers on our roads today. Comparatively few new roads have been built to handle this vast increase in traffic. The result is a traffic congestion problem requiring great driving skill on the part of all drivers. To avoid traffic conflicts a driver must be at his physical, mental, and emotional best.

6. The good driver is capable of judging speeds and distances, noting traffic situations, making quick decisions and adjustments in emergencies, foreseeing hazards and predicting the other driver's intentions.

7. The driver's attitude should include courtesy, cooperation, kindness and tolerance at all times, regardless of the situation.

Effects of Alcohol on Drivers

8. Alcohol can be classed with the anesthetic drugs. It has a depressing action upon the central nervous system and removes inhibitions. This removal of inhibitions creates the common misconception that alcohol is a stimulant.

9. Ingested alcohol passes through the walls of the stomach and small intestine into the blood stream, is then distributed to all watery parts of the body. Even small amounts of alcohol acting on the brain will affect reactions, coordination and judgment before there are any outward manifestations of intoxication.

10. The degree of intoxication of an individual depends upon the concentration of unoxidized alcohol in the brain. Chemical tests do *not* measure how much a person has been drinking: They show how much alcohol is in the blood stream at the time of the test and how much is affecting the brain.

11. Chemical tests have been devised to measure concentrations of alcohol in the various parts of the body. Settled opinion of doctors and the National Safety Council Committee on Tests for Intoxication is that the following levels of blood alcohol concentration indicate:

Percentage of Alcohol in the blood.	Interpretation
0 to .05%	Legally sober
.05 to .10%	Possibly under the influence
.10 to 15%	Probably under the influence
.15% upwards	Definitely under the influence

12. The driver who drinks may experience a feeling of careless well-being, and may entertain a mistaken idea that he is driving better than usual.

13. "Under the influence" does not necessarily mean staggering drunk; driving skill may be affected even before a man is conscious of being influenced by alcohol.

14. Alcohol is distributed to each part of the body in about the same proportions as the water content in that part. It is, therefore, possible to determine concentration of alcohol in the brain by testing the blood, urine, saliva, spinal fluid, or breath for alcoholic content. Substances most commonly used for testing

purposes are: blood, urine, and breath.

Chemical Test Methods

15. There are a number of methods of determining the amount of alcohol in a driver's system in use by enforcement agencies throughout the country that will give accurate results.

a. *Body Fluids:* Where samples of blood, urine, saliva or spinal fluid are collected for testing purposes, these specimens are chemically analyzed in laboratories of hospitals, health or police departments. Taking of blood samples requires the services of a doctor or medical technician.

b. *Breath:* Use of breath tests continues to increase. Presently there are three acceptable methods in use. These are the Drunkometer, Intoximeter, and Alcometer. Police officers, laboratory technicians and others can be trained to perform analyses with these devices to predict accurately the blood alcohol content. Breath tests have the advantage that a reading can be obtained in a matter of minutes.

Courses of instruction to qualify operators of breath testing devices are offered by many colleges and universities from time to time. These courses are usually of one week's duration, with sessions divided between lectures and laboratory practice.

Protection for the Innocent

16. There are over 100 pathologic conditions that will give an appearance resembling alcoholic intoxication. Persons suffering from such causes (diabetic coma, shock, head injuries, drugs, etc.) may be unjustly accused of "driving under the influence." Chemical tests will reveal no alcohol present and appropriate medical attention can be given.

Use of Tests

17. Chemical tests to determine intoxication have been used as evidence in courts in 46 states. Over one-third of the city police agencies and over 40 state agencies are making use of this scientific evidence. There have been over 100 high court decisions involving the use of chemical test evidence establishing the legality of the various testing techniques.

18. Use of these tests has been endorsed by many national and local organizations. In addition to the National Safety Council, groups that have recommended tests be used in all cases of suspected drinking drivers include: American Medical Association, American Bar Association, International Association of Chiefs of Police, President's Highway Safety Conference, American Automobile Association and others.

19. Advantages of chemical tests are more pleas of guilty, fewer cases necessitating jury trial, less chance of miscarriage of justice . . . and even the saving of lives of persons who appear intoxicated but who are really ill.

Source Material

20. *Accident Facts*, 96 pages, Chicago, Ill.: National Safety Council.

21. *Evaluating Chemical Tests for Intoxication*, 15 pages, Chicago, Illinois: National Safety Council.

22. *Chemical Test Case Law*, 88 pages, Evanston, Illinois: Northwestern University Traffic Institute.

23. *Uses of Chemical Tests for Intoxication*, 20 pages, Chicago, Illinois: National Safety Council.

Additional Information

24. Local Police departments can provide information on the drinking driver problem. Many of these agencies will demonstrate and explain test methods to student groups.

Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop
(54) Summer Jobs: laborers, home yard, service stations
(55) Motor Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating the Pupil Passenger

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

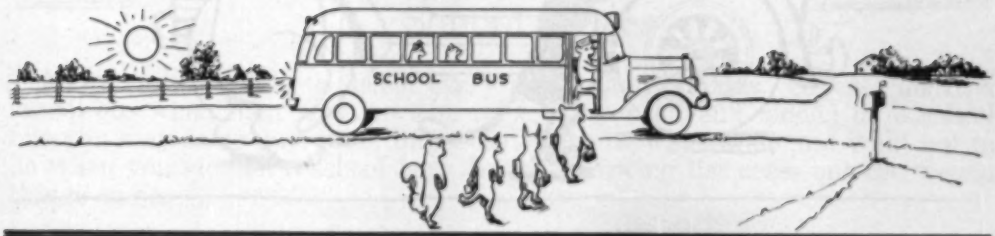
FEBRUARY 1955

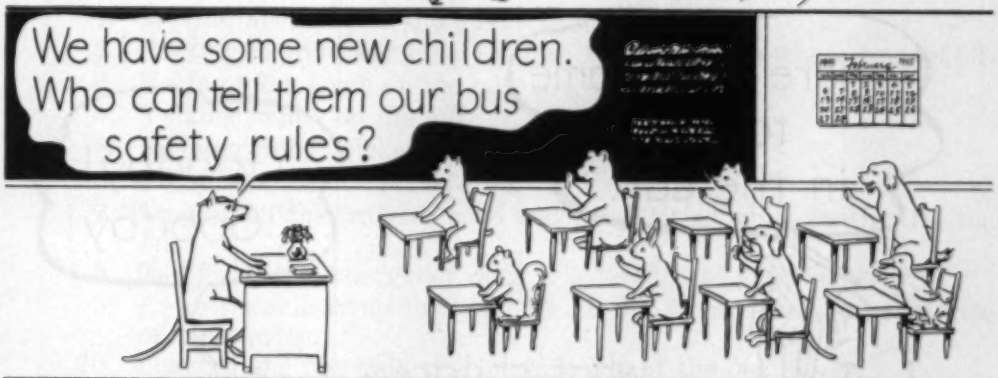
Lower Elementary

Safety LESSON UNIT

Sketch S-0201A

Transportation





Teacher: Elicit rules like the following for school bus or adapt for public bus:

1. While waiting for bus, stay off road.
2. Form line, do not push, boarding bus.
3. Stay in seat; observe classroom quiet.
4. Keep head and arms inside bus.
5. Stay in seat until bus stops.
6. Keep bus clean; keep feet out of aisles.
7. Leaving bus, if necessary to cross, cross in front of bus on signal of driver.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Tell
what children
should do
when riding
in a car
in a bus
in a streetcar
in a train
to be safe
to be polite

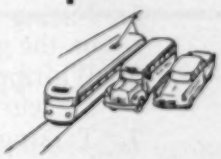
Sketch S-0201A

FEBRUARY 1955

Upper Elementary

Safety LESSON UNIT

TRANSPORTATION



School Buses

Many children ride to school every day in a school bus. Others ride in a school bus when their class goes on trips. If you haven't ridden on a school bus you may some day. It is important to know what to do and what not to do when you ride on a school bus. In the following list cross out the wrong things to do.

1. Moving about while the bus is in motion.
2. Staying in your seat until the bus comes to a stop where you get off.
3. Eating your lunch on the bus.
4. Talking loudly on the bus.
5. Keeping things picked up off the floor of the bus.
6. Being on time at the bus stop.
7. Staying off the traveled road way at all times while waiting for the bus.
8. Going out the emergency door to save time at your bus stop.
9. Entering or leaving the bus only at the front door except in case of emergency.
10. Leaving the bus only with permission of the bus driver.
11. Crossing in back of the bus if you must cross the road after leaving the bus.
12. Running across the highway when going to or from the bus.
13. Obeying the bus patrol if there is one.
14. Looking both ways before crossing the road even if there is a bus patrol.
15. Waiting for the proper signal from the bus driver before crossing the street after getting off of the bus.
16. Keeping your head and hands inside the bus at all times.
17. Telling the driver when you expect to be absent from school the next day.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Street Cars and Public Buses

Are there street cars or public buses where you live? Many boys and girls ride on street cars and public buses and it is important to know how to do so safely. In the following list cross out the wrong things to do.

1. Waiting in the safety zone or on the curb until the street car or bus arrives.
2. Having your back to oncoming traffic when waiting in the safety zone.
3. Keeping your feet and luggage out of the aisle.
4. Waiting in the safety zone or on the curb until the street car or bus has gone on before crossing the street.
5. Facing the front when getting off a street car or bus, with left hand on the guard rail.
6. Waiting in the safety zone until you can make your way safely to the curb.
7. Talking to the motorman or bus driver while the street car or bus is moving.
8. Carrying so many bundles that both hands are full.
9. Waiting until the street car or bus is completely stopped before trying to get on.
10. Holding on to seat handles if the street car or bus moves before you reach your seat.
11. Moving to the rear if there are no empty seats.
12. Jumping to the curb if the bus stops too far out on the street.
13. Looking back before stepping off the street car or bus to see if a car is coming.

Automobiles

A good rider helps the automobile driver drive safely. In the following list cross out the wrong things to do if you want to be a good rider.

1. Keeping the door locked.
2. Playing with the door handle.
3. Keeping hands off the steering wheel.
4. Playing quiet games when on a long trip.
5. Changing seats while the car is in motion.
6. Getting out of the car only on the curb side.
7. Talking to the driver only when it is safe to do so.

Some Things To Do

1. Ask a school bus driver or school bus patrol to talk to the class about safe conduct on the school bus.
2. Plan a class excursion. Have members of the group develop safety rules for the trip.
3. Dramatize safe and unsafe practices in a bus or street car. Present the dramatization at a school assembly.
4. Have members of the class describe quiet games they have played while on an automobile trip.

ANSWERS: School bus—Cross out 1,3,4,8,11,12; Street cars and public buses—2,7,8,12; Automobiles—2,5.

to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

FEBRUARY 1955

Junior High School

Safety

LESSON UNIT

Sketch S-0202A

TRANSPORTATION

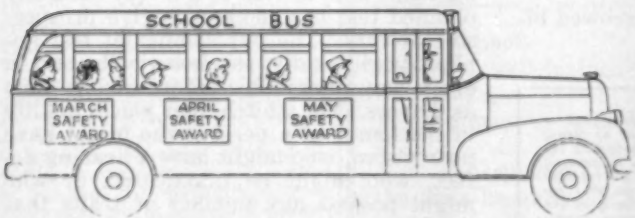
In this busy world all of us must use some kind of transportation at one time or another. Unfamiliarity with some kinds of transportation frequently causes accidents. But in addition, familiarity sometimes causes carelessness, which in turn causes accidents. The only safe way, then, is constantly to abide by the safety rules and to keep alert. Let's look at the more common types of transportation and see what we know about them.

Riding the Bus

See if you can write a safety rule for each of the items listed below. Write the rules so that they describe the way you think you should act when you use the school bus.

1. Getting to the bus stop. (Look at the poster.)
2. Walking to and from bus stop if there are no sidewalks.
3. School bus patrol.
4. Entering and leaving bus.
5. Bus driver.
6. Seating.
7. Bus aisles.
8. Your arms and head.
9. Speaking.

Upon completion, discuss your safety rules in class and check with the suggested answers in this unit. If you can think of more rules, add them to your list. Appoint some of your classmates who ride the bus to carry your rules with them and check any violations they may see. Have students do the same with other buses. Keep a record of the violations of safe bus behavior for one month and report your findings in assembly. For example, you might announce that students who ride Bus No. 80 have won the safety award for the month. Perhaps your industrial arts teacher can work out a decalcomania to put on the bus as an award. The bus with the most decalcomanias at the end of the school year will be the winner.



Prepared by Dr. Vincent McGuire, Associate Professor of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Answers: 1. Get there on time. 2. Walk on the left side of the highway. 3. Cooperate with the patrol. 4. Don't run or jump—walk carefully. 5. Obey the driver. 6. Sit quietly and don't get up until bus stops. 7. Keep aisles clear. 8. Keep arms and head inside bus. 9. Don't shout—speak softly.

Railroads

Although the famous railroad slogan of "Stop! Look! Listen!" is usually found at grade crossings, it can be used when traveling by train as well. For example:

STOP: If you're late for your train, don't try to board it as it's moving out. If you do, you'll be gambling a few hours against a lifetime.

LOOK: Be sure you are far enough back from the track to avoid the "suction" created by a passing express train. (Ask your science teacher to explain the suction.)

LISTEN: For your station call from the conductor. Don't miss it and then try to jump from a moving train.

Examine the drawing below and put the numbers on the drawing in front of the proper safety rule:

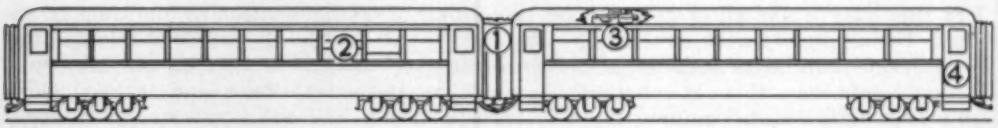
____Don't stick arms or head out of window.

____Be sure baggage is placed properly on rack.

____A sudden jolt or turn may throw you off balance if you're standing on the car platform.

____Don't pull unfamiliar ropes—you may cause injury to yourself and others by pulling the emergency signal.

Answers: 2; 3; 4; 1.



Bicycles

Many students ride bicycles to school. Some daydream as they ride: others are constantly alert. Which kind of student are you? What *should* you be thinking of in the following situations?

1. When you are riding close to parked cars.
2. When you are riding at twilight or at night.
3. When you need to make repairs.
4. When you're cycling with a friend.
5. When you're coming out of a small alley or street.
6. When you're cycling on a soft dirt road.
7. When you're carrying books or packages.
8. When you start to ride a borrowed bicycle.

Answers: 1. Watch for opening doors. 2. Are you wearing light-colored clothing so you can be seen and is your bicycle properly equipped with lights? 3. Get off the road to make repairs. 4. Ride single file. 5. Always stop and look both ways. 6. Riding to the soft shoulders of the road when a car comes may cause you to skid and fall—get off and walk to the side. 7. Are they securely fastened in the carrier basket? 8. Are the grips tight, the seat at the right height, the chain tight enough, the brakes in good condition, and in general—is the bicycle in good condition?

Hitchhiking

Yes, hitchhiking is a form of transportation and there is a safety rule to follow. The rule is—don't hitchhike. There are many reasons why hitchhiking is dangerous. For example, you place your life in the hands of a complete stranger. Compare this kind of risk to the very carefully planned test bus companies give prospective drivers. The bus companies test applicants physically, psychologically, and in every way imaginable before hiring them as drivers. Yet a hitchhiker places his life in the hands of a person who might have poor vision, who might have a hearing defect, who might be intoxicated, or who might possess any number of traits that would put the life of the hitchhiker in danger.

The safety rule is — don't hitchhike!

FEBRUARY 1955

Sketch S-0202A

Senior High School

Safety LESSON UNIT

TRANSPORTATION

THE CAREFUL STUDENT

He brushed his teeth twice a day with a nationally advertised dentrifice . . .

He was examined by the doctor twice a year . . .

He slept with the windows open

He ate a balanced diet

He exercised carefully each day

He got 8 hours sleep each night

The funeral will be held Tuesday

He is survived by 15 specialists, 4 health institutes, 6 gymnasiums, and numerous manufacturers of health foods and antiseptics.

He forgot that it's not safe to run against traffic for a bus!

HOW DO YOU TRAVEL?

It's been said even a turtle can't get anywhere without sticking his neck out. This however, is not true of human beings. Yet many people do "stick their necks out" by not following safety rules when traveling!

Usually a person is not injured in a transportation accident because of mechanical failure but because of human error. For example, the most used means of transportation is the elevator. It is checked periodically for structural and operational safety and human beings do little to guide its direction. Careful attention is even given to the method of loading the elevators and to keeping people back from the doors. The result is: although people use elevators more than any other means of transportation, the casualty rate is low.

Are you aware of the safety rules concerning the following?

Airplane Travel:

What safety rules do you see in the commercial airliner? What are some of the reasons for the rules? Complete the following safety rules and then add the reason for each rule:

1. Remain behind the _____ _____ until you're told to board the plane because _____ _____.

2. Remain in your _____ and keep your _____ _____ fastened until after takeoff and when landing because _____.

3. When taking off and landing, passengers are asked not to _____ because _____.

4. Passengers are asked not to lean against the _____ during flight because _____ _____.

Answers: 1. loading gate—because you may get in the way of others planes taxiing nearby. 2. seat—safety belt—a sudden jolt may throw you from the seat or, in event of a crash, you will be less likely to receive injury from being thrown against the seat in front of you. 3. smoke—because a crash may cause a gasoline leak and thereby provide a fire hazard. 4. exit door—because if it opened you'd be "sucked out" by the "vacuum."

Train Travel:

Are you "well trained" in safety rules? Complete the following:

1. Be sure your small luggage is placed securely in the _____ _____ and your large luggage is _____ _____ or placed _____ _____ _____ out of the aisle because _____.

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

2. Don't pull unfamiliar _____ because _____

_____

3. Don't try to board or get off a _____ _____ train because _____

_____

Answers: 1. luggage rack—checked through or placed on the floor out of the aisle—because falling luggage and luggage in the aisle are safety hazards. 2. cords—because it may be an emergency cord causing train to stop suddenly. 3. moving—because a slip may put you under the wheels.

Bus Travel

Traveling by bus is a common occurrence for most of us. Are you familiar enough with safety rules to complete the following?

1. When getting off a bus use the _____ _____ as you descend the steps and then watch for _____ as you get off because _____

2. Don't fool with the lever on the _____ _____ door because _____

_____

3. Keep your feet out of the _____ and your arms out of the _____ because _____

4. After getting off the bus be sure to check the _____ both left and right before attempting to cross the street because _____

Answers: 1. handrail—traffic—because the steps are steep and some foolish driver may be trying to pass the bus on the wrong side. 2. emergency—it may suddenly swing open causing you to fall out. 3. aisle—window—because you may trip a person or lose an arm. 4. traffic—because some drivers are in a hurry to pass the bus and you may step in front of a moving car.

Motor Scooters

Quite a few students use motor-driven cycles to go to and from school. Too often people consider scooters as harmless means of transportation. The fact of the matter is that a motor-driven cycle must be driven with just as much safety-consciousness as a trailer truck.

Use the following check list to see if your scooter is safe.

1. Headlight should be strong enough to reveal:
   a. a person or vehicle at 100 feet if scooter is driven 25 mph or under
   b. a person or vehicle at 200 feet if scooter is driven at from 25 to 35 mph
   c. a person at 300 feet or more if scooter is operated at more than 35 mph

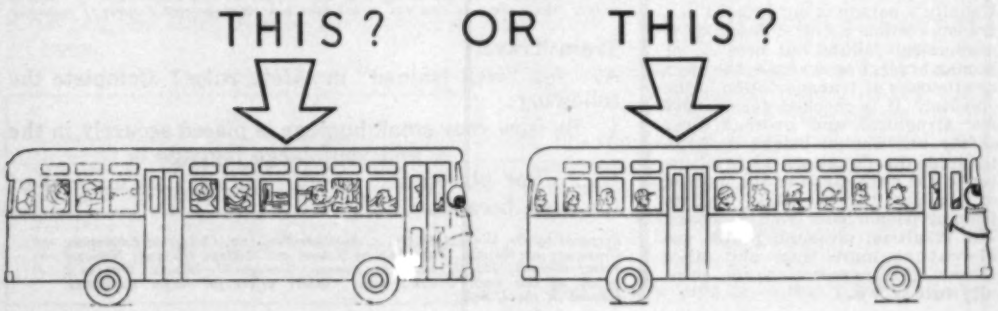
2. The tail light should be visible from a distance of 500 feet.

3. Reflector on the rear scooter should be visible from a distance of from 300 to 500 feet.

4. In most states the scooter brakes should be capable of stopping the scooter within 30 feet when traveling at a speed of 20 mph.

5. Horns should be heard from a distance of not less than 200 feet—don't use bells, sirens, or whistles.

6. An operator's license is required before operating a motor-driven cycle—the same as for any other motor vehicle. Do you have yours?



Dress For Safety With
Graubard's
Nationally Known Safety Patrol Equipment

"THAT PROMOTES SAFETY"

GRAUBARD'S equipment is nationally known as the school safety patrol equipment "that promotes safety." It does this by fulfilling both of the conditions essential to an effective school safety patrol.

First, it gives the wearer a definite sense of responsibility and a pride in doing his job well.

Second, being "standard equipment" it is recognized by school children and motorists alike, insuring their respect and cooperation.

Check up on your equipment today—we'll be glad to make suggestions to help bring it up-to-date.

PRODUCTS AVAILABLE INCLUDE:

RAINCOATS White—Yellow—Black	BELTS	BOOTS	BANNERS
HELMETS	BADGES	JACKETS	UNIFORMS
CAPES	CAPS	LETTERS	CAUTION FLAGS
RUBBER LEGGINGS	ARM BANDS	PENNANTS	TRAFFICONES

GRAUBARD'S

"America's Largest Safety Patrol Outfitters"

266 Mulberry St., Newark 5, N. J.

SAFETY FILMS

Driver Education

Driver Education Kit (35mm silent slidefilms) color. Production date, 1954.

Sponsored by the Chevrolet Division of General Motors Corporation and produced with the cooperation of the National Safety Council, this kit contains six filmstrips created for discussional use in driver education classes. The filmstrips cover various situations found in general driving, as well as the psycho-physical factors needed for safe driving.

An unusual feature of the kit is the tests incorporated in the filmstrips. They are designed to give each student the opportunity to see how his judgment, powers of observation, and reactions compare with those of his classmates. The tests of judgment are found in films 2 through 5. Psychophysical tests are in film 6. A Teacher's Guide also comes with the kit. Filmstrip titles: 1. You, the Car, and the Road (100 frames) 2. Light City Traffic Problems (52 frames) 3. Heavy City Traffic Problems (40 frames) 4. Thinking Ahead on the Highway (35 frames) 5. Passing on the Highway (41 frames) 6. Psychophysical Factors of Driving (66 frames)

SOURCE AND AVAILABILITY BASIS: local Chevrolet dealers have kits for loan to civic groups, high schools, and other organizations giving driver education courses.

"You don't know me, Mr. Principal, but I'm Dickey's mother."

At right: two on a bike is not safe. So learn this monkey and his younger sister in the amusing film, "A Monkey Tale," reviewed on these pages.

Show 'Em the Road (16mm sound motion) black & white. 27 minutes. Production date, 1954. TV/o.k.

This film explains a new safe-driving sport for teen-age drivers. Aside from showing how it is organized, the simple rules, and the method of determining the winner, it also tells the story of how a better understanding between police officers and boys can be obtained.

Filmed entirely on the actual locations with the boys who participated in the race, it covers a course of 633 miles between a city in California and Nevada and back. Rules of safe driving, good attitude, and sportsmanship are stressed in this race. The philosophy of the idea is conveyed by the officer who is supervising the race when he says, "Show the young people the road, teach them the right, the safe way to drive on it. Then give them the wheel, let them shoulder their own responsibility; and you will find that they will live up to it."

SOURCE AND AVAILABILITY BASIS: Sid Davis Productions, 2500 S. La Brea, Los Angeles 16, California for purchase and preview to Schools, P.T.A. groups, and Civic organizations.

Bicycle Safety

A Monkey Tale (16mm sound motion) black & white. 8½ minutes. Production date, 1953.

Produced by the New Zealand National Film Unit, this unusual film contains amusing and effective illustrations on the safe and unsafe ways to ride a bicycle.

A family of monkeys start the day like any human beings. They eat breakfast, get dressed,

and then the two older children go to school. From then on amusing sequences show the brother riding his bicycle to school and just barely making it without a serious accident. When he goes home, he lets his sister ride on the handlebars and they both have a bad fall before they get home. Irate citizens complain about the brother's bad riding practices and after a lecture from the policeman, he reforms. The next day he is shown riding to school again, but this time he is practicing all the right and safe rules for riding. When he takes his sister home, they walk the bike and both arrive home safe. For his safe bike riding, the brother receives a safety award which makes him and all his family proud and happy.

SOURCE AND AVAILABILITY BASIS: Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois, has prints for purchase and rental.

General Interest

Don't Leave a Death Trap (16mm sound motion) black & white. 13 minutes. Production date, 1954. TV/o.k.

A remake of an older 35mm filmstrip of the same title, this film shows many scenes of tragedies caused by abandoned refrigerators and iceboxes in which children have locked themselves and suffocated. Some instructions at end of film on how to eliminate this hazard by removing doors and hinges of such refrigerators until they can be disposed.

Contact Southern Regional Assn., Refrigerator Service Engineering Society, 980 E. Peachtree St., N. W., Atlanta 5, Ga., for purchase prints. Loan prints are available from Refrigerator Service Engineering Society Educational Office, 1721 E. Lake Bluff Blvd., Milwaukee 11, Wisconsin.

General Interest: Fire Safety

Your Friend the Forest (Keep It or Destroy It) (16mm sound motion) color. 6 minutes. Production date, 1954.

This film takes primary and middle grade school children on a field trip into the forest. It shows them that the forest is home for birds and animals, is a source of lumber for people, and is a place for recreation, but only if it is allowed to remain safe from fires. It is pointed out that the forest cannot protect itself or even run away from fires, so it is up to people to protect it from this danger by practicing fire safety each time they enter the forest.

SOURCE AND AVAILABILITY BASIS: Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois, has purchase and rental prints.

For information on other safety films, or on the 1954 issue of the *National Directory of Safety Films* and the available quarterly Supplements, contact Nancy Lou Blitzen, Film Consultant, National Safety Council.

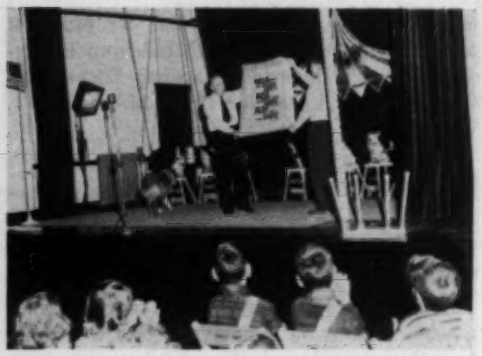
THANKS . . .

The many Christmas greeting cards which came from Council friends all over the world this year were a source of deep gratification. They served as a seasonal reminder of the many ways in which you contribute by word and deed to the safety effort throughout the rest of the year.

This is to express my thanks for your kind and thoughtful holiday remembrance, and to extend to all of you my warmest and best wishes for a happy, safe 1955.

Ned H. Dearborn

BULL



The Officer Pressley dog show visits Holy Name School, Youngstown, Ohio, to teach safety to elementary school children. Six schools in that city saw the show November 1 through 3 last year. Appearance of Officer Pressley and his dogs was co-sponsored by the Ohio Trucking Association and the Safety Council of Greater Youngstown.

the first step . . .

"The first step in seeing that our nation's teen-agers become safe drivers is to assure an adequate supply of properly trained teachers of high school driver education courses."

Edward R. Klamm, safety director of Allstate Insurance Company, said it last fall to the National Commission on Safety Education in Washington, D. C. He added: Only one out of four high school students received driver education in 1953, but this picture will improve considerably in 1955, mainly because more qualified teachers are available to instruct these courses."

Klamm said that more than 300 driver education courses were provided by colleges for the training of teachers in the summer of 1954. He also stated: "Allstate has recognized that it has a duty to aid in development of qualified driving instructors as its contribution to highway safety. Through the Allstate Foundation, established in 1952, we began a series of college grants for the purpose of training teachers to properly instruct driving courses. . . . This year the Foundation awarded 22 such grants totalling over $100,000."

ninth annual institute . . .

Saturday November 20 representative students of the public and parochial high schools of greater Cincinnati met at Central High School for the city's Ninth Annual High School Safety Institute.

Their program (attractively illustrated on the cover with Sammy Safety) listed all day activities covering safety in four areas . . . traffic, fire, recreation and home. Morning assemblies and discussion sections in each of the four areas featured demonstrations by students and fire and police officers; at the afternoon general session the young people listened to two addresses. Raymond E. Clift, Executive Secretary of the Greater Cincinnati Safety Council, spoke on "Fatalism Is a Fraud." Fred Smith, vice president of the Gruen Watch Company in that city, asked the question: "How's Your S.Q.?"

Each discussion group met with one adult consultant. Otherwise grownups were barred from the morning sessions. Instead, during the same period, adults gathered to discuss "New Perspectives in Safety Education." Discussion leader was Kenneth R. Miller, president of the Ohio Mechanics Institute; local safety people and educators made up the panel.

Five days after the Institute, Dr. Charles Wheeler, general chairman of the planning committee for the event, sent to all high school administrators, teachers and students a summary of the work done that day, together with briefs of the talks given. Said he: "The main objective of the Institute . . . to bring the know-how of safety to every high school student in Greater Cincinnati . . . will be achieved only if you carry on the activity through assembly programs and home-room discussion groups during the remainder of the year." He recommended using students who had attended the institute to work out the individual school programs, also suggested that school papers might be willing to reprint parts of the Institute report.

hunt for safety . . .

During the hunting season last fall, safety blotters were printed and distributed to students of the public and parochial high schools

ETINS

TEEN-AGERS, TRAFFIC, T V

in Lansing, Michigan. Blotters were also distributed to sporting goods stores, to be given to hunters at the time they applied for a license.

Simultaneously, three rifle safety clubs were organized at one of the city high schools, another at a second. Teachers headed up the clubs, which intended to affiliate with the National Rifle Association when organization was complete.

spring term . . .

New York University Center for Safety Education opens its spring term February 7, offering eight courses to key men of industrial and business organizations. The courses will take up the qualifications, duties, and responsibilities of safety directors and safety engineers; the values and limitations of safety organizations; management and supervision in accident prevention, industrial hygiene, and occupational diseases; accident prevention for operators of smaller motor vehicle fleets; special problems in accident prevention; psychology of accident prevention; industrial safety technology and instrumentation.

Walter M. Matthews, director of the Philadelphia Safety Council, presents a plaque and statuet.e of Trigger, Roy Roger's famous horse, to several pupils of the John M. Pa.terson elementary school. The Philadelphia school won first place in the State of Pennsylvania in the 1954 Rogers Safety Award Program, also was recently appointed to the National School Safety Honor Roll of NSC for the ninth consecutive time. Receiving the awards are (left to right) Loretto Caruso, president of the school's health and safety council, and Carolyn Getz, president of the student council.

scare for a superintendent . . .

James Mann, principal of Hubbard Woods school, Winnetka, Illinois, and chairman of the Advisory Committee to this magazine, reports this incident via a contact in Miles City, Montana:

A Mr. Burges, superintendent of schools in the western city, was driving to school one fall morning, noticed a pasteboard box ahead of him in the street. Another car was coming from the other direction; there wasn't much room to detour around the box. His first thought was to run over it; it wouldn't damage his tires. But he decided to avoid the box, crowded his car to the curb to do so. Just

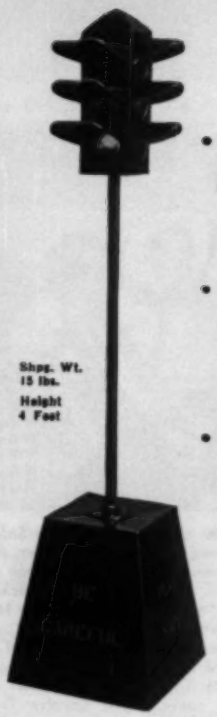
THOUGHT FOR FEBRUARY . . .
OR ANYTIME

When it's raining or snowing,
And the wind is blowing—
Just keep your eyes open,
And see where you're going.

C. J. Kennedy

MAKE SAFETY TEACHING EASIER with the NEW

MINIATURE TRAFFIC LIGHT



Shpg. Wt. 15 lbs.
Height 4 Feet

• Duplicates actual stop-and-go lighting cycles.

• Brings safety lessons to life for more effective instruction.

• Has sturdy, yet light-in-weight construction for easy handling and long service life.

MODEL 12GA
$39.00
F.O.B.
Cleveland, Ohio

NOW YOU CAN duplicate true traffic situations right in the classroom! The new Traffic Light Instructor which is manual in operation, duplicates the actual lighting cycle of real traffic signals. *Just 4 feet high,* the Miniature Light is ideal for elementary schools, high school and driver training schools. It's all-metal constructed, with shatter-proof plastic lenses. Operates on any 110 volt outlet. No special wiring needed—just plug it in. Comes complete and fully assembled. Place your order NOW!

Full details available on request.
Write the address below.

NEW TEACHING MANUAL for traffic safety instruction. One copy free to qualified personnel. A practical 16-page guidebook on safety teaching. Prepared by a national teaching authority. Write on your official letterhead.

SCHOOL SAFETY LIGHT CORP.
P.O. Box 2873 • Cleveland 16, Ohio

as he came opposite the box, a little child crawled out of it.

The moral is obvious. The only question is: has Superintendent Burges stopped shaking yet?

Massachusetts changes . . .

Bruce Campbell, formerly director of community highway safety, has been named manager of the Massachusetts Safety Council. Bert Harmon, formerly safety director, has been promoted to director of activities and information for this office.

One of Manager Campbell's early efforts to increase safety for his state was evident in the November-December Schooletter, which discussed the special problems on safety on school buses. A recommendation to teachers was that class members draw a little warning sign reading: "STOP . . . when school bus stops," with each child taking his completed sign home to his parents to paste on the dashboard of the family car. The intent: a reminder to parent-motorists that it is the state law to stop when the school bus is stopped and lights are flashing.

Chicagoland tragedy . . .

Last November in a Chicago suburb a 13-year-old junior high school student attempted to show five other teen-agers how fast he could drive his father's 1946 car in low gear. He lost control; the car skidded 80 feet through a section of gravel and grass and struck a tree. The young driver was dead when removed from the wreckage; the five young people with him were injured.

safety spots for Cisco Kid . . .

The Cisco Kid and Pancho, with the cooperation of their primary sponsors, Interstate Bakeries Corporation, have managed to combine public service with a commercial message on their weekly telecasts. The method: integration of 20-second safety and good-behavior demonstrations.

The messages, written and filmed in such a way that they can be used as 20-second pull-outs for spot use as well as being integrated in the show's commercial time, are currently being seen on Southern California stations.

The 12 spots cover crossing the street, keeping things in order, playing with fire, letting parents know where youngsters are, cleanliness in personal habits, eating properly, swimming, getting enough sleep and rest, bike riding,

sharing work, proper care of animals, and consideration for other people's property.

Credit for the idea goes to the stars themselves, Duncan Renaldo and Leo Carrillo.

college cyclists . . .

A college cycle club organized in New York City has released a statement on cycling deaths, adding their suggestions on how to check bike accidents. The suggestions include:

- a safe place to ride . . . every park to have a cycle path or marked path for cyclists only . . .
- a cycling instructor in every school . . .
- a compulsory course in bicycling . . .
- safe cycling tests at school . . .
- bicycles of a size to fit the children and young people who receive them.

free from the AAA . . .

The American Automobile Association is now offering single copies of the following three school aids free of charge:

- Auto Trainer instruction manual
- Bibliography of driver education materials
- Research report on the use of automatic and conventional shift cars in driver education courses.

For your copy of each of these write the Association at 1712 G Street, N.W., Washington 6, D. C.

Earl Allgaier of the Association reports that the Auto Trainer is now used in 14 states and four foreign countries.

kerosene poisoning . . .

The Vermont Extension Service, in cooperation with Dr. A. Bradley Soule, Professor of Radiology at the University of Vermont College of Medicine, is conducting a warning campaign against kerosene poisoning, telling mothers to keep young children away from such containers.

According to Dr. Soule, hundreds of cases of kerosene poisoning are treated by doctors each year, and there are some fatalities. Only recently a child died from kerosene poisoning in a Burlington hospital.

Many of the reported cases occur among farm people; the children involved are between the ages of 8 months and 24 months. Even a very small amount of kerosene can be dangerous . . . one child admitted for treatment had sniffed kerosene from a 30-gallon drum from which the top was missing.

"It seems clear," said Dr. Soule, "that in most instances children obtain the kerosene because of negligence or ignorance of danger on the part of parents." He added that one should not try home remedies for kerosene poisoning but take the afflicted child to the doctor or hospital immediately.

school bus drivers . . .

Recently, at public meetings in their own communities, nine Montana school bus drivers received National Safety Council safe driver awards for periods ranging from three to 24 years. The maximum number of years for which the award is given is 24 years; four of the drivers . . . Frank Axtel of Sheridan, Earl Britton of St. Ignatius, Francis Groom of Ronan, and Elmer Sandberg of Ronan were so honored. In all the nine drivers had a total of 136 years of accident free driving.

for

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade — adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at $15.00 Per Doz. $1.50 each small lots.

3¼" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen .....$5.00 Lots of 50.....28c each
Lots of 25.....30c each Lots of 100.....25c each

SIGNAL FLAGS—12x18 Inches

Red cotton bunting, white lettering, "SAFETY PATROL." Per dozen.....$4.00 Less than dozen.....$1.00 each

Write for our Safety Patrol Circular
OUR RECORD 55 YEARS

AMERICAN BADGE COMPANY
129 West Hubbard, corner La Salle, Chicago 10, Ill.

college labs . . .

Electrical safety in college laboratories was the subject of one of the symposiums held at Chicago's Morrison Hotel last fall during the fall general meeting of the American Institute of Electrical Engineers. The safety session featured four papers on: "The Need for Education in the Field of Safety," "Problems of Safety in College Electrical Laboratories," "Safety in Electrical Laboratories" and "Psychological Aspects of Accident Prevention."

29th class . . .

Thirty-one police officers, hand-picked from applicants throughout the country, form the 29th class in traffic police administration at the Traffic Institute of Northwestern University. Four other students are from outside the states: two from Indonesia and two from Manila.

The nine-month, two-semester course in police traffic supervision at the Institute is made possible largely through funds provided by the Kemper Foundation for Traffic Safety, Chicago, in the form of fellowship and scholarship awards.

What Schools Can Contribute

Continued from page 9

field of accident prevention. Assisting the national movement has been a total of about 6000 people specializing in accident prevention work. Think how this progress can be accelerated if all of the teachers in the 200 colleges which prepare school teachers, in the 10,000 industrial art shops, the 10,000 vocational agriculture shops, the 7200 trade and industrial education shops join whole-heartedly in this task.

The scope and influence of school shops and laboratories can extend into a tremendously wide area. You can be key people, indeed, in safety work. The accident prevention that the schools teach can have a very far-reaching effect on the safe living habits of we Americans. And, think of the manpower potential that you have to help do this job. Most of all . . . think of the personal satisfaction that will be yours for having taught students not only technical skills but a mode of living that will keep them free from injury at the plant, at home, and on the highways!

Munn INSTRUCTIONAL TRAFFIC LIGHT

FOUR MODELS

1. **Control on standard**
2. **Regular — remote control**
3. **Battery and A.C.— remote control**
4. **Automatic — remote control**

Model illustrated $60.00. Others $35.00 up

F.O.B. Buffalo, N. Y.

The MUNN INSTRUCTIONAL TRAFFIC LIGHT has a full traffic sequence; it can be used on house current or outdoors on the playground. Easily operated by any child. All steel, baked gray enamel • Plastic lenses • Rotary light switch • Regular and Blinker.

For further information about our many teaching devices and safety materials, write to

CARL A. MUNN, Safety Consultant, MUNN TEACHING DEVICES

388 LAFAYETTE AVENUE **BUFFALO 13, N. Y.**

"¡Valiente!" cried the Spanish admiral

He cheered as his launch fished this man and seven more waterlogged American sailors out of Santiago Harbor, Cuba, on the morning of June 4, 1898. This was straining Spanish chivalry to the breaking point, for Richmond Hobson (right) and his little suicide crew had spent the previous night taking a ship into the harbor entrance under a hail of cannonade and deliberately sinking her to bottle up the Spanish fleet.

Hobson was actually an engineer, not a line officer. In Santiago Harbor, he led his first and only action against the enemy. But his cool-headed daring made him as much a hero of the day as Admiral Dewey. And proved again that America's most valuable product is Americans.

These Americans—proudly confident of their nation's future—are the people who stand behind United States Series E Savings Bonds. They are the people who, by their spirit and abilities, make these Bonds one of the world's finest investments.

That's why there's no better way to protect *your* future than by investing in *America's* future! Buy Bonds regularly!

★ ★ ★

It's actually easy to save money—when you buy United States Series E Savings Bonds through the Automatic Payroll Savings Plan where you work! You just sign an application at your pay office; after that your saving is done for you. And the Bonds you receive will pay you interest at the rate of 3% per year, compounded semiannually, for as long as 19 years and 8 months if you wish! Sign up today! Or, if you're self-employed, invest in Bonds regularly where you bank. There's no surer place to put your money, for United States Savings Bonds are as safe as America!

For your own security—and your country's, too—
invest in U. S. Savings Bonds!

The U. S. Government *does not pay for this advertisement. It is donated by this publication in cooperation with the Advertising Council and the Magazine Publishers of America.*

THE 'S OF SAFETY

Here are two aids that will simplify the job of teaching the A B C's of safety—Lesson Units and Safety Education Posters. Tying together a common theme on a timely subject, they create an effective safety teaching program each month, September through May.

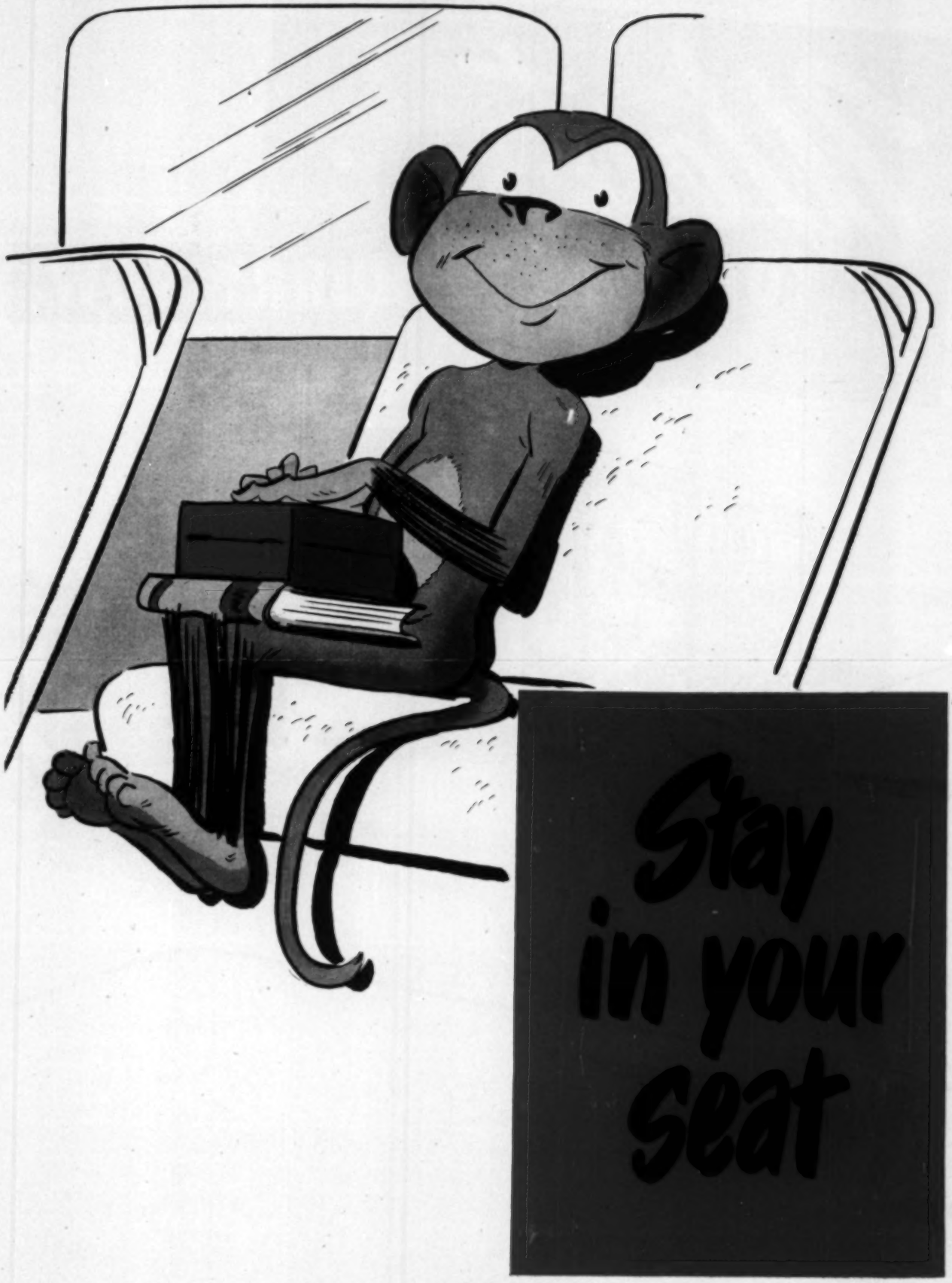
LESSON UNITS . . . Here is factual information, suggested student activities, interesting quizzes and tests designed so they can be used as pupil worksheets. Prepared for four grade levels—Lower Elementary (1 to 3), Upper Elementary (4 to 6), Junior High (7 to 9) and Senior High (10 to 12). Lesson Units for Junior and Senior High also include safety projects for correlation with various courses.

QUANTITY PRICES	1 to 9 copies	10 to 99 copies	100 to 999 copies	1000 or more copies
Subscription, 9 issues, ea.....	$ .48	$ .16	$ .12	$ .096
Single issues, ea.....	.06	.02	.015	.012

POSTERS . . . While the Lesson Units are used as teaching aids, the colorful, eye-catching Safety education Posters will keep reminding the students of the lesson they learned for the remainder of the month. Two 8½ x 11½", 2-color posters are issued each month, one for elementary schools, the other for secondary schools.

QUANTITY PRICES	1 to 9 copies	10 to 99 copies	100 to 999 copies	1000 or more copies
Subscription, 9 issues, ea....	$ .70	$ .40	$ .37	$ .26
Single issues, ea.....	.09	.05	.046	.034

NATIONAL SAFETY COUNCIL 425 N. MICHIGAN AVE. CHICAGO 11, ILLINOIS



NATIONAL SAFETY COUNCIL CHICAGO • PRINTED IN U. S. A.

S-0201-A

Wait . . .

TOO LATE TO HURRY NOW

NATIONAL SAFETY COUNCIL CHICAGO • PRINTED IN U. S. A.

S-0202-A